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ABSTRACT

This book offers helpful suggestions for fostering community involvement in career awareness and advocacy issues related to young girls and women. Direct service projects are addressed as well as advocacy projects involving schools and the communities in providing wider opportunities for young women. Recent research data is presented relating to the increasing feminization of poverty, high teenage pregnancy rate, high school dropout rate, and the unrealistic attitude girls and young women continue to exhibit toward work and their futures. The handbook provides a step-by-step process for starting and sustaining projects in the local community. Chapter titles include: (1) "Introduction"; (2) "Getting Started"; (3) "Advocacy Through Publicity and Promotion"; (4) "Sample Projects"; (5) "Fundraising"; and (6) "Long-Range Planning." Resources and additional information are offered. (EH)

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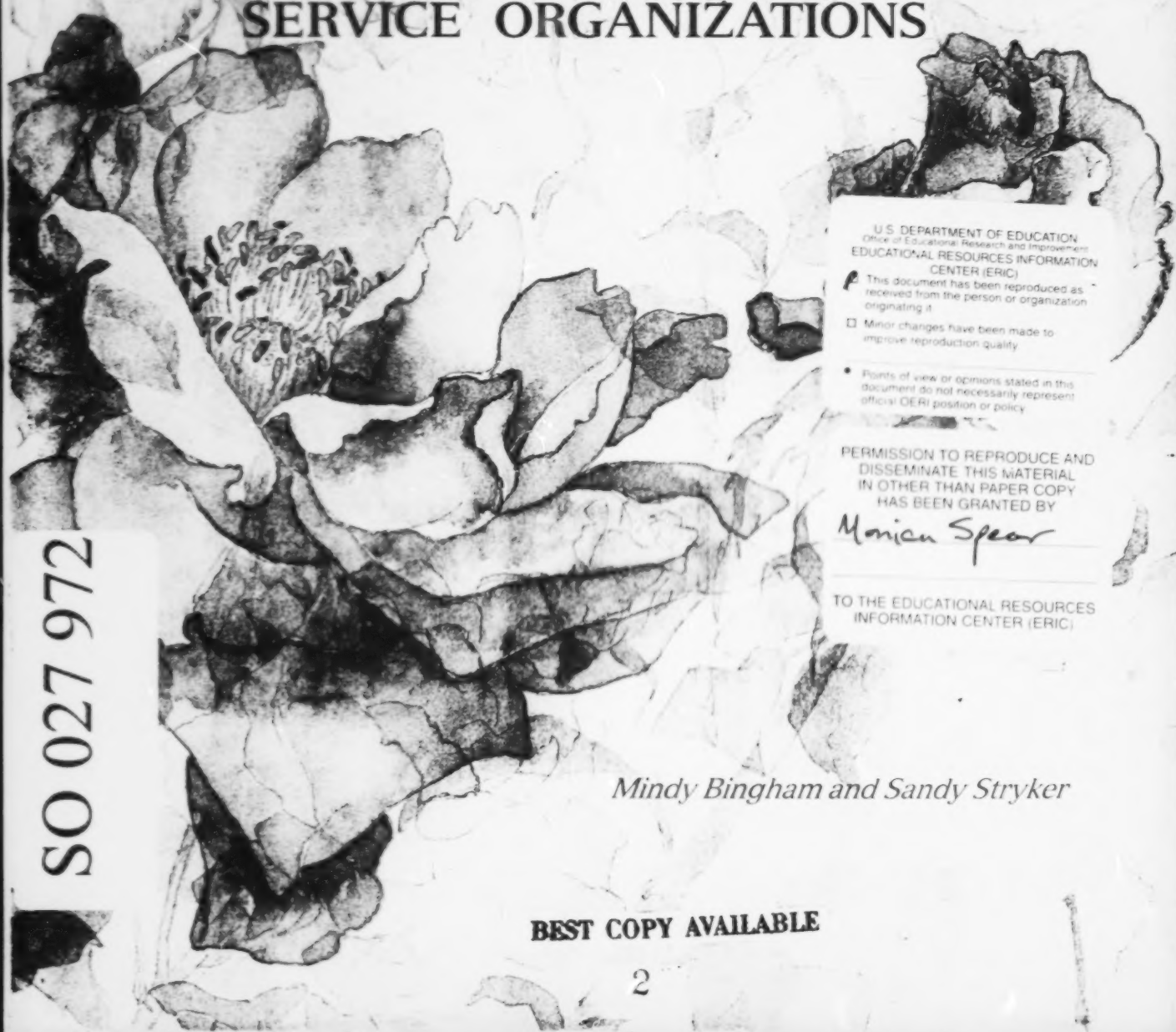
Women Helping Girls With Choices

A HANDBOOK FOR COMMUNITY SERVICE ORGANIZATIONS



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Women Helping Girls With Choices

A Handbook for Community Service Organizations

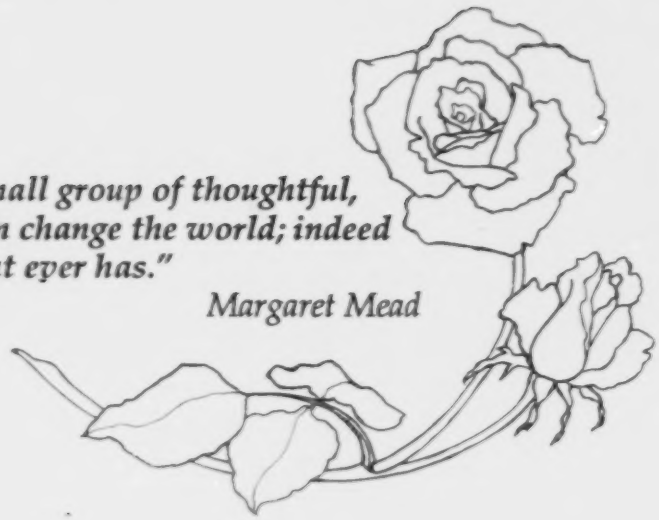
Mindy Bingham and Sandy Stryker

Advocacy Press • Santa Barbara

19.50

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has."

Margaret Mead



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Dear Advocate,

During the past 15 years, each of us has had an opportunity to observe and lament the national need for programs specifically designed for girls. While many communities do have Girls Clubs, Girl Scouts or a YWCA, many more do not. And, almost inevitably, no matter how good the programs for girls, the ones for boys are better.

This is unfortunate for two reasons: Not only are our daughters offered fewer opportunities to take an active role in their communities — in their own lives — but also they pick up the message that they are somehow less important than their brothers, that they are second class citizens. And that can result in a loss of self-esteem that will follow them throughout their lives. It can lead, among other things, to poor performance in school, teen pregnancy, and an unrealistic or apathetic attitude toward their futures.

That's why we developed **Women Helping Girls with Choices**. *Whoever you are, wherever you live, you can start now to improve the lives of young women in your community. Think small, think big. Follow one of the programs outlined here, or develop your own. It is not our purpose to tell you what is needed in your community, or what your organization should do.*

It ***is*** *our purpose to offer guidance and encouragement, to do some of the groundwork so that your efforts can go directly into running your program.*

Good luck! Let us hear from you!

Sincerely,

Mindy Bingham, Sandy Stryker and Penny Paine
Girls Club of Greater Santa Barbara

Dear Advocate,

As the national coordinator for Women Helping Girls with Choices, I've been privileged during the past year to watch this exciting program take off. Today, thanks to the efforts of the extraordinary women who serve as coordinators within ten different states, hundreds of projects are underway, thousands of young women are looking toward brighter futures.

And, most exciting of all, we know it's just the beginning.

Women Helping Girls with Choices has also been a boon to my organization, Business and Professional Women/USA. We've attracted many new members, and renewed the enthusiasm of thousands of others. Helping young women get off to a better start than many of us did, it seems, is a cause we can all give heartfelt support.

I encourage you to join us. You will help your community, your organization, and the many young women whose lives you will touch. And you may just find that, for yourself, it's one of the most rewarding experiences you'll ever have.

Sincerely,

Betty Shepperd
National Coordinator
Women Helping Girls With Choices Project

Some of us have great highways to follow. If you do, that is nice. But if not, then know that it is your responsibility to pick up a shovel and build a road for those coming on behind you.

Amelia Earhart

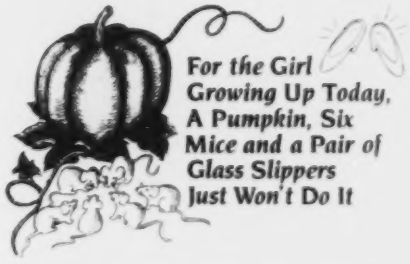
IS THE WOMEN HELPING GIRLS WITH CHOICES PROJECT FOR YOU?

It is if you're concerned about:

* the feminization of poverty
* the high teenage pregnancy rate
* the high school drop out rate
* the unrealistic attitude young women continue to exhibit toward work and their futures

Our goals are as follows:

* to encourage higher educational and career aspirations in teen girls by making them aware of the current facts concerning women's roles in the workplace and at home;
* to encourage girls to plan for economic self-sufficiency by increasing their knowledge about the income required to support a family; by teaching them about various careers and the salaries associated with those careers; and by improving their attitudes toward higher-paying, non-traditional jobs;
* to encourage girls to delay motherhood by increasing their knowledge about the economic, social, emotional and physical costs of child-bearing; and
* to discourage self-destructive behaviors such as drug/alcohol abuse, pregnancy or dropping out of school by increasing girls' self-esteem and helping them visualize rewarding and self-reliant futures.



For the Girl Growing Up Today, A Pumpkin, Six Mice and a Pair of Glass Slippers Just Won't Do It

"It doesn't matter where a girl comes from as long as she knows where she's going."

WHY WOMEN NEED TO HELP GIRLS WITH CHOICES

"If I'd only known then what I know now!" Who among us has not had a similar thought while struggling to deal with the complexities of adult life? The thought may be accompanied by a jolt of envy toward the younger generation of women. Today's teens, after all, are much better prepared to deal with their expanded responsibilities and to take advantage of their newly available options.

Or are they? The facts tell a different story:

* Despite sex education and widely available contraception, one million teens get pregnant each year.
* Despite the fact that over 50% of women with children under the age of one are now in the workforce, most teens believe that they will not work outside the home when their children are young.
* Even though the law says all jobs are open to women, female workers are still concentrated in a handful of traditional, lower-paying jobs offering little chance for advancement.
* Half of all marriages end in divorce and 90% of all single-parent households are headed by women, yet a recent poll showed that teens believe only about 10% of women 40 years old work outside the home. (In fact, 60% do. That figure may soon be 70%.)
* Though 75% of college majors require three to four years of high school math, only 28% of female high school graduates meet that standard.

In short, we needn't waste much time envying our granddaughters, daughters and younger sisters. That time can be put to better use helping them make the early choices that will give them the best chance of success in adult life.

Surprisingly, that help is still largely unavailable. In the past 15 years, programs have been implemented by university women's centers to "raise the consciousness" of college-age and re-entry women. Women's commissions and professional groups are now a major source of networking support for women in many communities. Employment development programs for women are available for the displaced homemaker, the disadvantaged or re-entry woman. Walk into any bookstore and you will find shelves of self-improvement or awareness books written especially for adult women. But little is being done for girls in their teens.

Perhaps we have just assumed that our own awareness is filtering down to the next generation. It obviously NEEDS to. After all, between the ages of 14 and 20, young women make critical decisions that affect the course of their whole lives; decisions about educational paths, career options, lifetime mates and family timing. They ought to make these critical decisions with knowledge and a sophisticated attitude about the realities of and options for their futures. Yet statistics indicate that they lack the information they need, or they choose to ignore it.

More than a quarter of all unmarried, sexually-active teenage women, for example, never use contraception. This leads to a million teen pregnancies each year. And that is tragic because, as Arthur Campbell, Director of the Population Institute, has said, "The girl who has an

illegitimate child at the age of 16 suddenly has 90 percent of her life's script written for her. Her life choices are few."

The director of Minnesota's Computer Literacy Project found, in a study made for the National Assessment for Educational Progress, that although girls and male minority students thought that computers were "great for society," they were not likely to sign up for programming courses.

When approximately 50 of the top female students from Minnesota high schools were gathered together by The Jostens Foundation for a panel discussion, many expressed the view that wanting a career was a "nice idea." Martha Bernstein of Girls Clubs of America said of the conference, "These were intelligent, capable young women ready to leave high school, yet they did not view preparing themselves for their own economic security as essential for their future. There was no recognition of urgency or necessity."

Ask a typical teen what her life will be like at age 30 and you are likely to hear: "I'll be living with my husband and 2.2 children in a home that we own. While I take care of the children full-time, my husband will hold down a job that totally supports the family financially." Due to today's economic realities, this "ideal" holds true for only 9% of the families in this country.

Yet most young women cling to their fantasy. They seem not to have noticed either the alarming shortage of marriageable Princes or the going rate for rose-covered cottages. And the longer it takes for them to learn the truth, the greater the chance that they will have already limited their own options.

A young woman who believes that "someone else is going to take care of me" is likely to be unprepared to care for herself and her family adequately in the event of divorce, death or disability of a spouse. Many women who find themselves in this situation are not qualified or prepared to hold jobs paying more than the minimum wage.

In the last 10 years, almost the entire increase in welfare dollars spent has gone to support the increasing number of single-parent, female-headed households. From 1965 to 1981, the number of female-headed families living in poverty increased 70 percent, while the number of all other poor families declined 25 percent. Among families receiving Aid to Families with Dependent Children (AFDC), 80 percent are headed by women. This country is losing its war on poverty because we are not preparing our young women educationally or emotionally to accept the financial support of a family. Nothing is more true than the saying, "Poverty is only a divorce away."

Women Helping Girls With Choices is designed to help turn this situation around. The ***Choices*** curriculum, from which the present project grew, was developed on the premise that for many girls, existing career education classes are not relevant. Young women recognize the need to prepare for a career only when they become convinced that they are likely to need to earn a living. Until they reach that point, they attend career education classes with little enthusiasm and no real desire to research career opportunities. Consciously or subconsciously, they believe their futures will be as wives, mothers and homemakers.

Therefore, they do not take advantage of the educational opportunities — particularly in math, science and vocational training — that could prepare them for higher-paying careers. Their

naiveté eventually costs this country billions of dollars in support payments, leaves millions of children growing up in economically disadvantaged situations, and produces thousands of emotionally-torn lives. So in a sense **Women Helping Girls With Choices** projects serve as a remediation course. A project that reaches a girl before she takes a traditional career education course can dramatically alter her life. We believe — and we hope you do — that this kind of help should be available to every girl in every community in America. Once our young women come to grips with the fact that they probably will work at least 25 years of their adult lives (so they might as well work at something that excites them) and learn important decision-making and goal-setting skills, they are ready to take advantage of the educational opportunities before them in high school.

We are asking you to be an advocate for girls. As a member of a women's service organization, you are in an ideal position to do this. Just as the famous "Old Boy Network" has helped countless young men become well-rewarded members of the establishment, your group can help young women become all that they can be, all that they are meant to be.

There are many possible ways to go about meeting this important goal. We've outlined a number of them in this guide. But you are in no way limited by the information you'll find here. Read the book. Use what you find helpful. Then look to your group and your community to decide how to proceed.

The above article could be used as an eight minute presentation to encourage others to become involved in your **WOMEN HELPING GIRLS WITH CHOICES** projects. Betty Shepperd suggests showing the film "Making Points" along with your presentation.

WHAT ARE THE FACTS OF LIFE FOR TODAY'S GIRLS?

How much do you know about the lives of girls and women today? Take the following quiz to find out.

1. By the age of _____, a child has already adopted gender-linked roles which may limit his or her options in later life.
   a) two
   b) four
   c) six
   d) eight

2. According to a major national assessment, 13-year-old girls performed ____ in mathematics.
   a) as well as boys
   b) better than boys
   c) worse than boys

3. While 40% of graduating high school boys have taken three or more years of math, ____ of girls have done the same.
   a) 5%
   b) 12%
   c) 28%
   d) 42%

4. The number of males planning to major in the physical sciences and related areas was____ that of the number of females planning the same majors.
   a) half
   b) the same as
   c) 2 times
   d) 6 times

5. The ratio of boys to girls in computer camps is ____.
   a) 1:1
   b) 2:1
   c) 3:1
   d) 4:1

6. ____ of young women in vocational education programs are preparing for jobs traditionally held by women.
   a) 25%
   b) 50%
   c) 60%
   d) 75%

7. In 1981-82, women earned ____ of all Bachelor's degrees in engineering.
   a) 2%
   b) 11%
   c) 27%
   d) 46%

8. In 1987, ____ of mothers with children under the age of one were in the workforce.
   a) 10%
   b) 25%
   c) 51%
   d) 65%

9. Yet in a survey of girls ages 13 to 17, ___ did not expect to work outside the home if they had children.
   a) 25%
   b) 32%
   c) 68%
   d) 81%

10. In most American high schools there is an average of one counselor for every ___ students.
   a) 25
   b) 100
   c) 250
   d) 500

11. ___ out of 10 heads of single-parent households are women.
   a) 4
   b) 6
   c) 8
   d) 9

12. Today's 16-year-old girl can expect to work ____ or more years outside the home.
   a) 5
   b) 10
   c) 30
   d) 50

13. ___ of all families maintained by a woman have incomes below the poverty line.
   a) one third
   b) one tenth
   c) one fourth
   d) one half

14. In 1984, the United Way gave $___ to boys' programs for every $1 it gave to girls' programs.
   a) $1
   b) $2.38
   c) $4.62
   d) $.89

Answers to the Quiz

1. **b.** By the age of four, a child has already adopted gender-linked roles which will limit his or her options later in life. As they learn whether they are girls or boys, they become rigid enforcers of sex stereotypes. Girls learn from toys, TV, and many adults that their primary roles in life will be as parents and homemakers.

2. **a.** Contrary to popular opinion, girls in elementary and junior high perform as well as boys in mathmatics.

3. **c.** While 40% of graduating high school boys have taken three or more years of math, 28% of girls have done the same. The 72% of girls who do not have this math background are already ineligible for most major areas of study as they begin college.

4. **c.** The number of males planning to major in the physical sciences and related areas was twice that of the number of females planning the same majors. These fields of study are most likely to prepare students for tomorrow's top jobs. But twice as many men as women will be available to fill them.

5. **c.** The ratio of boys to girls in computer camps is three to one. Again, boys are getting the jump on preparing for an increasingly high-tech future.

6. **d.** 75% of young women in vocational education programs are preparing for jobs traditionally held by women. These are jobs as secretaries and beauticians — careers that usually offer neither high pay nor a chance at advancement.

7. **b.** In 1981-82, women earned 11% of all Bachelor's degrees in engineering. While there is no evidence that girls are intrinsically less able to learn math or science, they tend to abandon the subjects as soon as they can. Perhaps this is due to the fact that teachers and parents tend to give boys more encouragement and support in these fields. Girls are expected — and expect to — do less well. These prophecies become self-fulfilling.

8. **c.** In 1987, 51% of mothers with children under the age of one were in the workforce. This figure has grown quickly and dramatically, and shows no signs of abating.

9. **d.** Yet in a survey of girls ages 13-17, 81% did not expect to work outside the home if they had children. This mistaken belief leads many young women to neglect thinking about or preparing for a future in the workforce.

10. **d.** In most American high schools there is an average of one counselor for every 500 students. Clearly, we cannot expect this overworked group of people to reach out and explain to all young women the need to take school seriously, to study math and science, to become financially independent.

11. **d.** Nine out of ten heads of single-parent households are women. Most of these women receive little or no financial assistance from the fathers of their children. And most of them are surprised to find themselves in their present predicament.

12. **c.** Today's 16-year old girl can expect to work 30 or more years outside the home. Yet many young women spend more time preparing for a wedding than they do selecting the occupation that will take up more of their time than parenting or just about any other activity.

13. **a.** One-third of all families maintained by a woman have incomes below the poverty line. Not surprisingly.

14. **b.** In 1984, the United Way gave $2.38 to boys' programs for every $1 it gave to girls' programs. Agencies should be made aware of the inequalities, and practices should change. In the meantime, it is up to individual communities to try to provide the services so many girls desperately need.

How did you do?

This exercise appears later in the guide so you can make copies to test the members of your organization. You may also want to use some of the quizzes in the book ***More Choices: A Strategic Guide for Mixing Career and Family*** on other advocacy occasions.

REFERENCE SHEET ON GIRLS' LIVES TODAY

Did you know that:

- Most children still learn that boys do; girls are. Girls tend to be rewarded more for looking neat, conforming to rules, needing help, giving and receiving affection. Boys are more often rewarded for mastering tasks and acquiring skills.

- By age three or four, children tend to prefer toys "appropriate" to their sex.

- More girls than boys seem to be flexible in their choice of toys.

- By age three or four, children's perceptions and aspirations for adult occupations are sex-typed. There is some evidence that children who have non-traditional role models may see more jobs as open to women.

- While traditional girls' games like jump rope and hopscotch emphasize social skills, boys' games teach competition, risk-taking and learning to fail.

- By grade five or six, more than half of all girls aspire to traditional women's occupations.

- In the home, girls spend more time than boys caring for younger children and performing household tasks.

- There is substantial evidence that attitudes toward gender and work are affected by textbooks and the attitudes of teachers, parents and other adults.

- Throughout elementary school, girls and boys perform about equally in mathematics.

- Attitudes toward math and science are important predictors of performance in these subjects. More girls than boys expect to perform poorly in math, especially girls who do not think math is appropriate for girls and women.

- While more young men than young women enroll in high school math and science classes, girls who do enroll perform as well as their male classmates.

THE IMPORTANCE OF AN ALL-FEMALE SETTING

As women dedicated to the ideal of equality, we sometimes balk at programs designed exclusively for girls. Don't boys need help, too? Well, yes. But not the same kind of help, and not in the same way. When classrooms or other settings are co-ed, the girls inevitably get short-changed.

In a six-year study conducted by Myra and David Sadker, it was found that:

* Teachers pay more attention to boys than they do to girls.
* Boys receive more praise and more criticism, which builds their self-esteem and their competence, and teaches them to participate actively in the classroom; while
* Girls receive more neutral comments, are given more direct help from the teacher, and are encouraged to follow the rules, which teaches them to be passive and helpless, and diminishes their self-esteem.

In addition, boys tend to take over the class in co-ed situations. They talk more, interrupt more, and take on leadership roles while the girls sit timidly by.

When girls and young women attend single-sex schools, on the other hand, they learn to take risks, to participate in their education, and to become leaders. Studies show that graduates of women's colleges:

* are two or three times more likely to be highly successful in their careers as women attending co-ed colleges.
* are six times more likely to be elected to Congress or the board of a Fortune 500 company.
* earn twice as many doctorate degrees as graduates of co-ed colleges.

As Myra Sadker says, "When girls go to single-sex schools, they stop being the audience and become players."

And that is exactly what we want them to do. So don't worry about the boys right now. Chances are, there are already many more opportunities for them in your community than there are for girls. **Women Helping Girls With Choices** does not give girls an unfair advantage. It merely gives them a chance to compete in a world still controlled by men.

The wave of the future is coming and there is no stopping it.

Anne Morrow Lindbergh

The 21st century is the next marathon for women. Assuring girls more choices will make more women winners, ready to break out of the pack and persist against the odds. We have a common interest in our common future.

Sarah Harder, President
American Association of University Women

HOW TO USE THIS GUIDE

This guide is designed for busy women who want to get involved, but who have a limited amount of time.

By providing very basic and specific information, we hope to make it unnecessary for each community project to re-invent the wheel. We have provided time-lines, job descriptions, promotional materials, speeches, handouts and more for a number of different projects. Use whatever is helpful. But feel free to innovate, too.

Your community may have special needs, or you may wish to make use of the creative talents in your group to do something completely different. (If you do, send us a sample plan; we'd love to hear about it!)

We suggest,though, that you read through this guide completely, and then begin to determine how you should proceed.

Basically, there are two kinds of projects (though their specifics may vary widely).

DIRECT SERVICE PROJECTS involve working face-to-face with the young women you hope to benefit. Coordinating a **Mother-Daughter Choices** project or working as a mentor to a teen are examples of direct service.

ADVOCACY PROJECTS involve working with the schools or in the community to provide wider opportunities for young women. Getting the ***Choices/Challenges*** curriculum into your school or running a series of news articles in your local paper are examples of advocacy projects.

Some organizations will be drawn more to direct service projects, others to advocacy projects. Consider your membership carefully to determine which would generate more enthusiasm and which would be more workable in terms of the time that would need to be expended and the number of people that would need to be involved. Consider your community to help determine what kinds of services are most needed.

BEING AN ADVOCATE FOR GIRLS

Even if you choose to do a direct service project, there are many ways in which your organization and its individual members can be advocates for girls. Women's service organizations make ideal advocates because of the group's status in the community, and because their membership usually includes a variety of women who can take up the issues in their homes and in their places of employment. There are dozens of ways to be advocates.

The advocate's job is, basically, to facilitate change. It is important, therefore, to have a good understanding of the conditions under which change is most likely to take place. Some general principles to consider when planning your own strategies include those listed below:

* Persons tend to change when they have participated in the decision to change.
* Persons tend to change when the rewards for change exceed the pain of change.
* Persons tend to change when they see others changing, particularly when the change of direction is supported by valued persons.
* Persons tend to change more readily when they have the competencies, knowledge or skills required by the change.
* Persons tend to change to the degree they trust the motives of the person or persons attempting to induce change.
* Persons tend to change more readily if they are able to influence reciprocally the person or persons who are attempting to influence them.
* Persons tend to change to the degree that they see the change has been successful, especially if they are able to gather data for themselves.
* Persons tend to change either in a series of small steps or as a total change in their way of life.
* Persons tend to maintain change as the change is supported by their environment.
* Persons tend to maintain change if there is a public commitment to the change.
* Persons tend to resist change to the degree they feel it is imposed upon them.

AAUW's 1989 national convention in Washington, D.C. was timed so that AAUW members, through their lobbying efforts on Capital Hill, could influence the passage of set-a-side funds for women and girls in the Carl Perkins Vocational Education Act. AAUW state representatives also met with the state sex equity coordinators who administer those funds (their national meeting was at the same time across town) and formed linkages for programs in their individual states.

HOW YOU CAN BE AN ADVOCATE FOR GIRLS

Girls Clubs of America offers the following additional suggestions to demonstrate how any individual can be a catalyst for change for girls and young women:

IN THE FAMILY

* Watch your language: watch other people's. Don't talk in sexist stereotypes.
* Try some role reversal at home. Let Dad do the dishes; son bathe baby; and daughter mow the lawn or take out the garbage.
* Read what children are reading. Point out sexist messages/advertising. Write protest letters together.
* Encourage girls to talk as much as boys; and listen just as intently to what they say.
* Watch TV with the children; help them analyze what they are seeing.
* Praise non-sexist programs and protest stereotyping to networks, program producers and sponsors.
* Include boys in discussions about sexual responsibility. Your expectations for responsible sexual behavior of both sexes should be equal and explicit.
* Encourage and praise risk-taking in female children and care-taking in boys.
* Avoid rescuing girls.
* Demonstrate to your daughters the math and science in everyday activities.
* Use the language of skill and success to compliment girls.
* Talk to girls and boys about balancing family responsibilities.
* Introduce girls to women and men in the world of work in both traditional and non-traditional jobs.

IN THE SCHOOLS

* Work with other parents and teachers to foster non-sexist environments from nursery school forward.
* Urge educators to introduce career awareness and information in elementary school.
* Look at textbooks: Are there women in history, science and art? If not, talk to the Board of Education; create a committee for change.
* Do girls have equal access and time on the computers and other high-tech equipment? Ask school administrators to develop viable programs to assure girls access and time.
* How many girls are enrolled in advanced math, science and computer courses? Work with school committees to develop a plan to register girls in these courses.
* Is there equal emphasis for girls and boys on sexual responsibility in human sexuality classes? If not, talk to the teachers and school administrators.
* Is there a stay-in-school program for teen mothers? If not, find out how you can start one.
* Are there organized, funded, team sports programs for girls? Talk to the principal, the coaches, the press.
* Are girls encouraged to participate in non-traditional vocational training? Help counselors get girls interested and enrolled.
* How many female counselors are there in vocational education programs? Campaign for more.
* Do teachers and counselors route girls to traditional jobs, or none at all? Develop a network of working women to supplement the schools' efforts in career guidance.
* Recommend awareness training for faculty and staff on stereotyped language, books and programming that slow girls' progress.

IN THE COMMUNITY

* Review and audit services for girls in your community. Work with women's organizations and political groups to strengthen and expand them.
* Are your United Way allocations equally distributed between programs for girls and programs for boys? Go to meetings. Make yourself heard on behalf of equitable funding for girls and boys.
* Are girls' programs designed to meet their needs? Make sure the funded programs actually serve girls, not just count them.
* Raise the issue of adequate and equitable funding through every affiliation you have.
* How many women are on the Board of your United Way? Be the first (or the second).
* Get more women on the boards and allocation committees of funders — foundations, United Ways, service organizations — that help young people.
* Are advocates for girls involved in allocating resources for youth employment programs? Be one.
* Work for adequate community funding of teen-age pregnancy prevention programs.
* Lobby to get girls' issues on the agenda of public commissions and private women's organizations.
* Advocate equal athletic and recreation opportunities for girls in schools and community programs.
* Volunteer your time and expertise in programs serving girls.
* Contribute financially to programs serving girls.
* Start a Girls Club.

IN THE WORKPLACE

* Portray real people in your advertising, not stereotypes.
* Develop and publicize interest in girls' programs.
* In your community relations programs, address girls' needs both through giving and volunteering.
* Check that programs you fund are serving girls, not just counting them.
* Make sure females participate in decisions about corporate giving.
* In summer hiring, open non-traditional jobs to girls and boys alike.
* In entry level positions and promotional practices, give girls equal opportunities.
* Serve as mentors to girls and young women in your employ.
* Provide special support to young women faced with discrimination or sexual harassment on the job.
* Strengthen flexible schedules, day care provisions and parental leaves to deliver the message that workers, female and male, are equally important family members.

IN THE NATION

* Support only candidates for public office who support equal opportunity for girls and women.
* Contribute time and dollars to candidates running for office who support women's issues.
* Be the liaison between organizations for girls and political campaigns and lobbying efforts to help girls develop political skills and awareness.
* Get involved in women's commissions and put girls' issues on the agenda of national women's organizations.
* Support teenage pregnancy prevention initiatives.
* Write your Washington representative in support of equal access for girls to vocational and professional schools, athletic programs and scholarships.
* Support job development programs designed for female teenagers.
* Communicate with your representatives in Washington in support of the Women's Educational Equity Act to combat stereotypes in education.
* Write your elected representatives in support of the Equal Rights Amendment. (ERA has been reintroduced in Congress; it is not a dead issue.)

From "An Action Agenda for Equalizing Girls Options" reprinted with permission from Girls Clubs of America, Inc. © Girls Clubs of America, 1985.

SPEAKING OF ADVOCACY . . . WHAT IS ADVOCACY PRESS?

In 1982, Mindy Bingham, then executive director of the Girls Club of Santa Barbara, took a hard look at the disheartening statistics concerning the future prospects for girls and young women and decided that something drastically new had to be done. With grants from local and national foundations, the Girls Club developed and sponsored a pilot program in a local high school called "Future Planning for Young Women." The course material from that program was used to write the book ***Choices***.

Choices was not simply a book, however. It was the beginning of a large-scale advocacy program for young women. Since it seemed unlikely that any conventional publisher would understand this, the Girls Club decided to form its own publishing company: Advocacy Press. Today, just six years after ***Choices*** was released, Advocacy Press publishes ten books which are carried by book stores nationwide and co-published in Britain, Norway, Finland, Germany, Sweden and Australia.

In short, Advocacy Press demonstrates how a few dedicated people working together within a community can effectively change the lives of hundred of thousands of young people.

Advocacy Press has taken the concept of advocacy to an extreme. Most **Women Helping Girls With Choices** projects, obviously, will be more modest in scale. But it's great to see the ripple effect we seem to have started. Hundreds of local projects are springing up all around the country. Each of them will greatly affect at least a few lives. Those people will probably go on to make contributions in their own way. It goes on and on. Such grass roots efforts are the most effective way to change the world for the better.

As Advocacy Press learned soon after its inception, nothing generates enthusiasm like success. When ***Choices*** began to receive acclaim, it seemed logical to do a book for young men, as well. ***Challenges*** was published just a year later. These two books have now been used by over a half million young people. Over 3,000 schools in the U.S. and around the world use them in a wide variety of classes.

The ***Choices*** line has been expanded to include **Changes** for re-entry women and displaced homemaker programs, and ***More Choices*** for young men and women planning on balancing the duties of career and family. The Press has also introduced a line of illustrated children's books, each stressing different aspects of early equity training.

Mother-Daughter Choices was the first book developed to facilitate local advocacy projects. We see this as a crucial step in our development. There are millions of women who have learned the hard way that adult life bears little resemblance to the kinds of fantasies with which we all grew up. (What has your fairy godmother done for you lately?) There are so many women who want to get involved, to make things better for the next generation. But they aren't sure what to do, or they don't have the time to put a project together.

The strength of these advocacy programs is that they make it possible for anyone who wants to help to do so. You don't need a whole lot of time or money or special training. You can do

it on whatever level is comfortable. With ***Mother-Daughter Choices*** and now with ***Women Helping Girls with Choices***, we're helping other people become advocates. And that's just great, because this way together we can all reach thousands and thousands more girls.

Having grown within the Girls Club of Santa Barbara, perhaps it is not unusual that Advocacy Press is part publisher, part service organization. All its books deal with equity issues and, since they are useful on an individual basis as well as in organized settings, they are vigorously marketed. New titles are continually developed. Profits go to support the Club and the development of other advocacy programs.

In addition, however, the Press serves as developer and facilitator. It has trained hundreds of teachers and other interested adults to work with its various programs. Staff members are more than willing to offer support and advice to all who ask. And new ways to promote equity are continually sought.

If women have learned one thing in their struggles, it's that they have the power to take control of their own lives, and the ability to make a contribution to the world. Advocacy Press illustrates how commitment, creativity and hard work really can do great deeds. We're not unique. And we don't want to be exclusive. We are having a great time, though, and we'd like to share it. We hope other groups will join us on this exciting and worthy adventure!

Front Row: Christin Powell, Customer Service; Kathy Araujo, Operations Director; Mindy Bingham, Publisher, Penelope Paine, Marketing Director; Stephanie Galindo, Administration. Top Row: Chrisitine Nolt, Graphics Production; Bill Sheehan, Marketing Consultant; Linda Wagner, Mother-Daughter Choices Coordinator; Deb Carstens, Educational Services Coordinator; Adam Campbell, Shipping; Itoko Maeno, Illustrator.

THANKS, BPW!

Without the efforts of hundreds of dedicated volunteers from The National Federation of Business and Professional Women Inc. (BPW/USA), **Women Helping Girls With Choices** would not exist. The national program grew out of a 1984 collaboration between Girls Clubs of America and BPW of Nashua, New Hampshire. The programs, based on the curriculum from ***Choices: A Teen Woman's Journal for Self-awareness and Personal Planning***, were so successful that many other local BPWs wanted to have similar projects in their own communities.

So, in 1987, a second — and more ambitious — pilot program was designed. This one involved ten states and 127 local projects, with a collective goal of serving 10,000 girls and young women.

Therefore, we wish to take this opportunity to thank the National Federation of Business and Professional Women and its National Council on the Future of Women in the Workplace. Its foresight and leadership in support of early equity issues will ultimately benefit hundreds of thousands of American girls.

We want to offer special commendation to our ten state coordinators for their unflagging efforts and enthusiasm. Thanks to:

Judy Numbers
Phoenix, AZ

Dr. Linda Clark
Boise, ID

Cindy Winckler
Davenport, IA

Carol Nigus
Hiawatha, KS

Jennifer Brigham
Red Wing, MN

Charli Smith
Lincoln, NE

Carol Achilles
Webster, NY

Mary Wells
Rocky Mount, NC

Rosie Hernandez
Garland, TX

Deborah Davis
Bridgeport, WV

Also we want to extend our heartfelt thanks to the coordinators and committee members of the 127 local projects. Their input, reports and suggestions are reflected in this handbook. Without their pioneering spirit and total commitment to an ideal, this document would not exist.

Finally, it's difficult to find words to thank our national coordinator, a woman who backs her vision and her ideals with unbelievable energy and plain old hard work. Thanks to Betty Shepperd of Willmar, Minnesota, who never stops, never sleeps and never gives up. Where would we be without you?

Getting Started

A journey of a thousand leagues begins with a single step.

Lao-tzu

GETTING STARTED

Once you've read through this guide, you'll see that there are many choices, many decisions to be made. Now is the time to get your organization involved. It's important to get the support of your president and executive committee right away. Without that, your chances of starting a successful program are slim. You may also want to identify two or three other members who are likely to be enthusiastic and interested in helping you make your presentation.

These people can also help you take an inventory of your community to see what services are already available for girls. Are equitable career and life planning materials in the schools? Do you have a Girls Club or a YWCA? What projects are the Girl Scouts or Campfire involved with? Is the local United Way funding programs for girls at the same level as programs for boys? What kind of athletic opportunities do girls have? Use the survey on page 26 to complete your inventory. It will help you decide what kind of project would be most appropriate for your community and your organization.

There are several ways to look at the inventory. You may see what is already being done and join forces with an existing program. Or you may see a gaping need somewhere and decide to fill it. What you DON'T want to do is compete with another agency or organization, negating its power and forcing funders to choose between very similar programs. This will probably result in failure all around.

You may want to consider working with another organization even if it is not already conducting a program in your area of choice. This is a good idea if your membership is small, or if you know that joining forces would give the project added expertise or credibility.

Today's preparation determines tomorrow's achievement.

COMMUNITY INVENTORY OF SERVICES FOR GIRLS

What programs or services in your community work to increase girls' (preschool through teens) chances to become economically self-sufficient adults?

Start your investigation with the obvious. A Girls Club, YWCA, or Girl Scout Council can direct you to the other agencies and institutions that serve girls. If you do not have one of these agencies in your community, question your local United Way or Chamber of Commerce.

One agency or program should direct you to the next. Think of all the areas in which girls need assistance and evaluate whether or not the agency or institution is meeting these needs.

For example, does the recreation department provide equal athletic opportunities for girls in all appropriate sports? Pay particular attention to programs that are entitled "Youth Soccer" or "Youth Basketball." Request a count of the male participants and the female participants in these programs. Usually, they are predominantly male. Don't assume they serve girls simply because girls are allowed to participate.

Obviously, one of the major institutions to consider is the schools. Set up an appointment with the superintendent or other representative. You might send the school a questionnaire before your appointment so the research can be completed. Some districts do not keep precise figures. Include a cover letter asking for a best estimate if the exact statistic is not available.

You will probably want to work with the schools in the future, so present yourself as a supportive resource, not a threat or a critic. You are gathering data so you can identify ways to work in partnership with the school.

By dividing the following inventory questions among three to six members of your organization, you can start building a network of support in your group.

Once your needs assessment is complete, be sure to share it with your executive committee and the general membership. Later you can use the data to personalize the newspaper article series beginning on page 62.

COMMUNITY INVENTORY OF SERVICES FOR GIRLS

PHYSICAL HEALTH

What agencies address the special physical health needs of girls in your community?

_____ _____

_____ _____

Is family planning information available and affordable for the young woman who has chosen to be sexually active?

☐ Yes ☐ No Where _____

MENTAL HEALTH

Is special counseling available and affordable for girls who have been physically or sexually abused?

☐ Yes ☐ No Where _____

JUVENILE JUSTICE

What percentage of the juvenile offenders are girls? _____ %

How does the severity of girls' offenses relate to the severity of boys' offenses?

_____

_____

_____

Does there seem to be any disparity by gender in the sentencing of juvenile offenders? For example, are girls drawing longer sentences for lesser infractions?

_____

_____

Once incarcerated, are young women trained for low-paying careers traditionally held by women?

_____

_____

FUNDING SOURCES

What is the ratio between funding of girls' services and boys' services by the local United Way or Community Chest? Girls _____ : Boys _____

What is the funding ratio of other funding agencies for boys' services and girls' services; i.e., government, community foundations and funds, etc.?

		Girls	Boys
Funding agency _____	Ratio _____	:	_____
Funding agency _____	Ratio _____	:	_____
Funding agency _____	Ratio _____	:	_____
Funding agency _____	Ratio _____	:	_____
Funding agency _____	Ratio _____	:	_____

CO-ED AGENCIES

If you have community agencies that serve both boys and girls, find out what percentage of the budget is spent on programs for boys and what percentage is directed to the special needs of girls.

Agency _____ % of Boys _____ % of Girls _____

Agency _____ % of Boys _____ % of Girls _____

Agency _____ % of Boys _____ % of Girls _____

What percentage of their membership is girls?

Agency _____ % of Boys _____ % of Girls _____

Agency _____ % of Boys _____ % of Girls _____

Agency _____ % of Boys _____ % of Girls _____

MEDIA

Does the local newspaper give as much editorial space to the high school girls' teams as the high school boys' teams?

_____

_____

THE SCHOOLS

Does your district receive gender equity grant monies from the Carl D. Perkins Vocational Education Act?

☐ Yes ☐ No

Project Director: _____ Phone: _____

What kinds of programs do local schools have that recognize, the special needs of girls growing up today?

Elementary: _____

_____

_____

Junior High: _____

_____

_____

High School: _____

_____

_____

Do girls have equal access to athletic opportunities? ☐ Yes ☐ No

Describe: _____

_____

In non-traditional (male dominated) vocational training programs, what percentage of the students are girls? _____ %

What percentage of the students are girls in the accelerated math classes (trigonometry and calculus)? _____ %

What percentage of the students are girls in the advanced (programming) computer classes? _____ %

Do your secondary schools have a program that makes it possible for a pregnant or teenage mother to stay in school? ☐ Yes ☐ No Describe: _____

Do career planning classes address the issue of successfully mixing career and family?

☐ Yes ☐ No Describe: _____

VOCATIONAL TRAINING

What percentage of young women are preparing for careers in non-traditional (higher paying) vocational fields, i.e., programs such a Job Training Partnership Act, (JTPA)?

Program _____ _____ % Young women in non-traditional training

Program _____ _____ % Young women in non-traditional training

Program_____ _____ % Young women in non-traditional training

Do vocational schools and agencies have special programs for recruiting young women to train in the non-traditional fields? Describe:

_____

_____

_____

COLLABORATION

What other service organizations in the community are already focusing on the special needs of girls?

_____

_____

What other women's service organizations might like to collaborate with you on a **Women Helping Girls With Choices** project?

_____

_____

What girl-serving community agencies might like to collaborate with your organization on a **Women Helping Girls With Choices** project?

_____

_____

This survey was completed by: Date: _____

_____

_____

_____

MAKING YOUR PRESENTATION

When you have gained the support of your president, executive committee and two or three other members, and when you've completed your community inventory, you are ready to make your presentation to your organization's general membership. You will need about 45 minutes on the agenda to do this.

ENERGIZER QUIZ

Your first step is to pass out copies of the quiz on page 44 you took earlier. A fresh copy is provided here for reproduction. This is an effective way to communicate statistics which might otherwise be passed over and forgotten. If quiz-takers complete the statements correctly, the information is reinforced. If they answer incorrectly, the correct answer often makes a deep impression. The quiz also gets your membership involved and enthusiastic.

ENERGIZER

Divide those present into groups of three or four and have each group come to a consensus on the correct answers. Allow about 10 minutes for this activity. Then gather the members, score the quiz and discuss the answers. Is anyone surprised? Angry? Quizzes like this can generate a great deal of motivation to make things better.

Some facilitators, when introducing the quiz, offer a small prize to the member of the group who has the most right answers (there is usually a drawing for a tie). This is an entertaining way to energize the group.

THE SPEECH

Now that you have the group's attention, it's time to make your pitch. The essay beginning on page 7 can be used as an eight minute speech, but feel free to write your own if you like. Your speech should briefly outline the problem and possible ways in which your group can help to alleviate it. Don't spend much more than 10 minutes, though. And if you don't like or don't feel comfortable speaking, recruit one of your members who does.

COMMUNITY INVENTORY

Next, pass out copies of the community inventory your committee completed. Note aloud what is already being done in the community, and who is doing it.

PROGRAMS, GOALS AND OBJECTIVES

Then present the goals and objectives of the program you feel would be most beneficial for your group and your city. Sample programs, goals and objectives begin on page 92.

You might also consider using page 6 as a hand out or a chart posted on the wall behind the podium.

VOTE

Finally, ask the membership to vote on your proposal, or to discuss alternative proposals. If the vote goes your way, form a committee and get started on your program. The materials in the following chapters should help.

AGENDA FOR THE PRESENTATION

Energizer quiz
Taking it - 10 minutes
Scoring it - 5 minutes

Speech — 10 minutes

Review of Community Inventory — 5 minutes

Presentation of program, goals and objectives — 10 minutes

Questions — 5 minutes

By laying a solid information base for your organization's membership now, you will find that when you need to recruit volunteers for the project later, enthusiasm will be high.

To cut the presentation time in half, send out the quiz before the meeting or publish it in your newsletter along with the results of the Community Inventory. This way, statistics can be studied at home and little discussion is needed in the formal setting.

You probably know how much time your general membership can devote to introduction of a project at a meeting. It might be better to take 10 or 15 minutes at two or three consecutive meetings.

Advocacy Press also has a thirteen minute video that can be used to supplement the speech. If you would like to purchase it ($12.95 plus $1.50 shipping) or rent it ($6.95 for return postage and handling), please see the order blank on page 186.

BUILDING COALITIONS

Don't overlook the opportunity to form a collaborative project with another women's service organization. This may be an ideal time to combine resources on an issue that is of interest to us all...our daughters, nieces, granddaughters.

If you think a coalition of women's service organizations is a possibility:

First:
Ask any of your members who are also members of other service organizations to be a liaison between the two groups. To get things moving, they might invite the other organization's president or appropriate representative to an informational luncheon or tea. (Don't automatically limit yourself to one group. Include as many organizations as seem appropriate.)

Then:
At the luncheon make a presentation similar to the one outlined on page 30. Suggest forming a special group around the issues . . . The _____ *(town name)* Coalition for Girls' Services.

If you have already chosen the project your group is going to do (i.e., the Math-Science Fair), ask the presidents to consider joining you in this effort.

If you have not chosen a project, you might encourage each organization to choose its own (from this book or one of their own design). Use the umbrella theme of **Women Helping Girls With Choices** and make this a community-wide effort for the coming year. Form a steering committee of one or two representatives from each organization to coordinate efforts, share resources and synchronize the calendar of events.

If you decide to make this a community effort think of your project in two phases:

First phase — forming the coalition

Second phase — direct service to the girls/community . . . the projects

Some pilot projects have linked successfully with education committees of local churches. And don't overlook the men's service organizations, many of which are open to women. Fathers, grandfathers, uncles, etc., are also concerned about the future of young women. Perhaps they might fund a project. At least consider making a presentation about the project at one of their meetings. The more people you have involved with your projects the more likely your chances for long-term success.

The girl-serving agencies and community service organizations in Santa Barbara came together to form a coalition called WINGS. (**W**orking to **I**mprove and **N**etwork **G**irls **S**ervices). This title captured the attention of the community. You might consider a WINGS coalition in your community.

The Executive BPW in Arizona worked with the Women CPAs of Phoenix to form a joint project.

In Minnesota, BPW and AAUW women are sponsoring a community action project called "Women and Choices: The Power of Positive Perceptions". Every 7th and 8th grade girl was invited to a career day utilizing the ***Choices*** curriculum. In the letter of invitation, they were asked, "Ever think of what you will be doing in the year 2000?" It went on to explain "For the girl growing up today, the Cinderella story isn't the answer. However, dreams can still come true. Your choices make the difference." The program included a keynote address, the video "Making Points," and seminars on Building Self-esteem, Perceptions of Women, and Successful Role Models.

We've Tried to Make it Easy. . .

While you are free to photocopy anything in this handbook if you are coordinating a **Women Helping Girls with Choices** project, there are certain pages you will almost certainly want to reproduce. In order to save you extra trips to the copying center, we've listed those pages below. Go over the list, consider whether or not you will need copies of these pages, jot down how many copies of each you need, and you're all set.

Due to copyright regulations, we cannot give you permission to photocopy any of the pages from ***Choices, Changes, More Choices,*** etc.

PHOTOCOPY GUIDE

Title	Page	How Many
Is the Women Helping Girls With Choices Project for You?	6	1 for each member of your organization
What Are the facts of Life for Today's Girls?	44	1 for each member of your organization
Reference Sheet on Girls' Lives Today	13	1 for each member of your organization and each press kit
How You Can Be an advocate for Girls	18-19	1 for each member of your organization and each press kit
Community Inventory of Services for Girls	26-29	1 for each member conducting the survey
Order Form for Fundraising	189	10 for each member selling books

THE FOLLOWING PAGES NEED TO HAVE TEXT ADDED BEFORE THEY ARE PHOTOCOPIED

The Media Flyer	53-54	1 for each press packet
The Brochure	59-60	as many as you think you can use
The Series of Eight Articles	67-87	1 for each editor

TYPESETTING

Some of the flyers, advertisements, etc. included in the handbook for your use need to be localized with the name of your project or other information. It's easy to do. We have set the type for these pieces using Ventura Publisher and an Apple Laserwriter II, selecting Palatino, Times Roman, Bookman and Avant Garde typestyles. Try to find someone with the same equipment on which to set your information. This isn't a requirement, but it makes the piece look better. Cut and paste to fit your information onto the rest of the page and photocopy the whole thing.

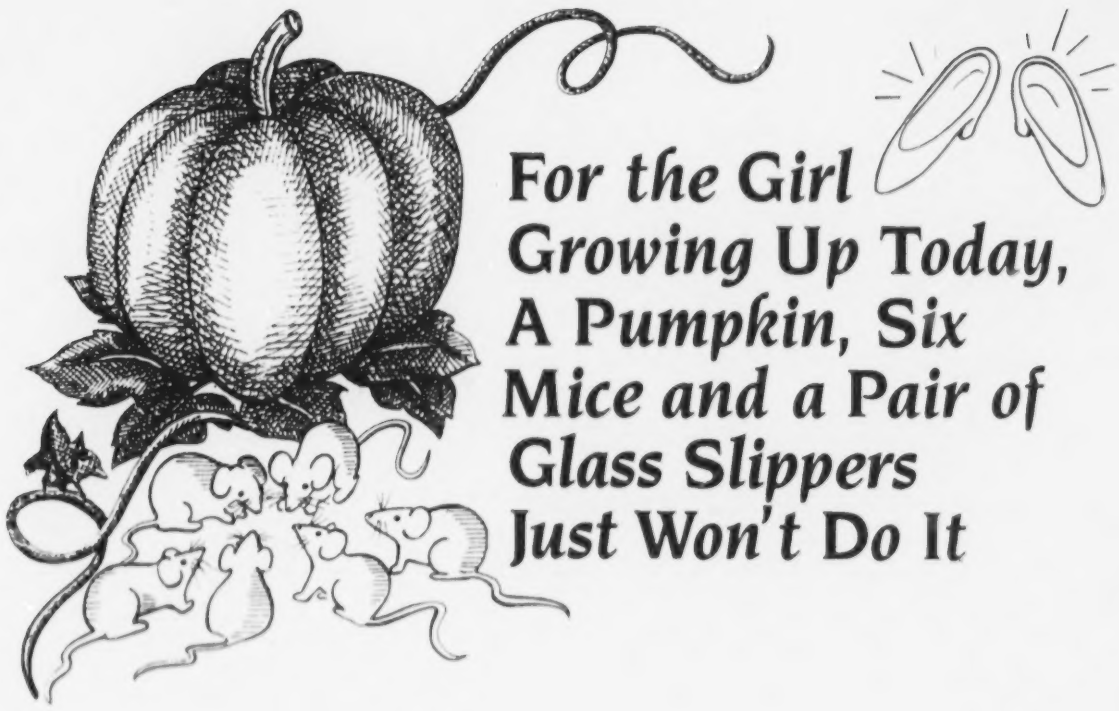
LOGOS

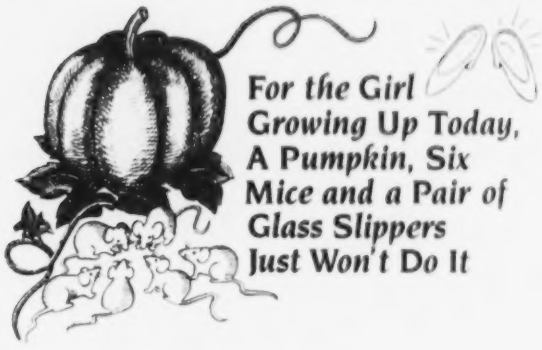
Using a logo is one of the easiest and most effective ways of creating project identity and awareness. We have included two logos here, each reproduced in different sizes to meet different needs. Choose the one you like best and use it consistently. Don't confuse the matter by using both. Naturally, you are free to design your own if you like. But, again, use it alone.

If you decide to use one of the logos provided, you can simply photocopy from the following pages. Or, if you need a cleaner copy for a more professional job, you can order a stat from Advocacy Press. See the order form on page 186.

Use your logo in as many different ways and places as you can. (You might want to add a byline identifying your project at the bottom.) Put it on your stationery and envelopes, brochures, flyers, ads, and so on. You might have posters made. Or buttons. Or tee shirts. Use your imagination. Let your community know that you're active and involved.

To save a tremendous amount of time rekeying articles and workplans included in this book, a computer disk is available of the text of the articles on pages 66 to 87, the speech on pages 7-9, the project plans on pages 93-137 and the grant requests on pages 150-159. Call Advocacy Press for ordering information (805) 962-2728.


For the Girl
Growing Up Today,
A Pumpkin, Six
Mice and a Pair of
Glass Slippers
Just Won't Do It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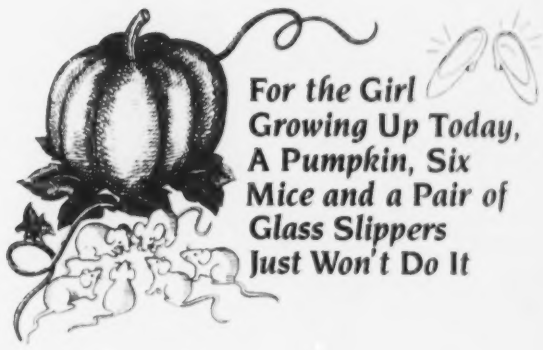
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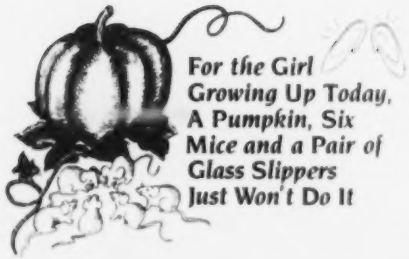
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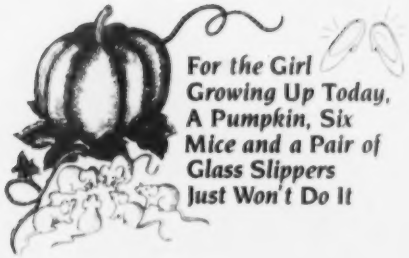
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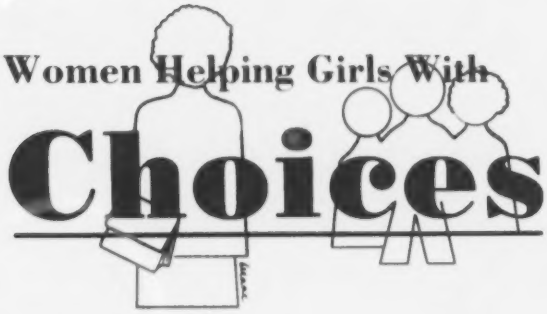
Women Helping Girls With

Choices

Women Helping Girls With

Choices

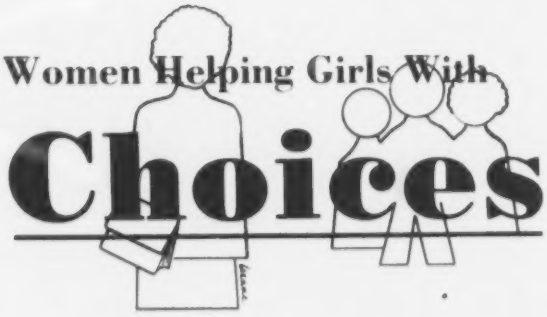


Women Helping Girls With

Choices

Women Helping Girls With

Choices



Women Helping Girls With

Choices

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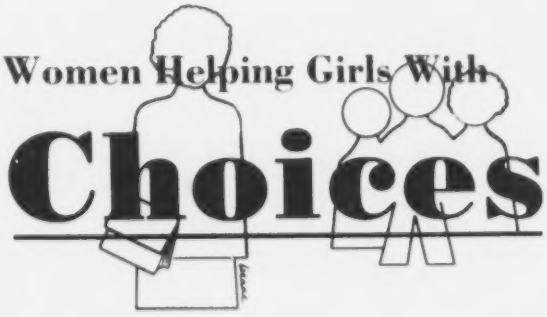
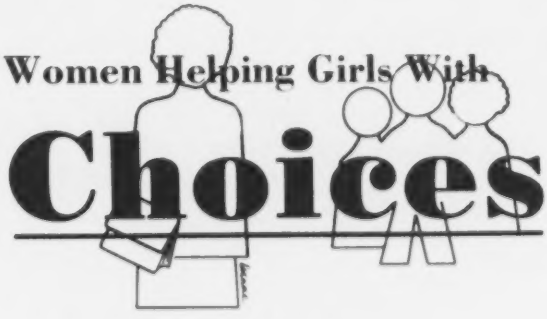


Women Helping Girls With

Choices

Women Helping Girls With

Choices



KEEPING UP INTEREST AND ENTHUSIASM

When working on a long-term project, it's easy for people to lose interest and enthusiasm. Keeping their spirits up will make the experience more positive for your members, and of course will mean a more successful project, as well.

There are some obvious ways to keep people interested. Keep them informed, especially of any successes — a donation, an article in the newspaper, a compliment made about the group or the project. Present a monthly report at your meetings so everyone knows what's happening.

Visible evidence of success is also helpful. Post any letters, articles, photos, etc. dealing with the project. A chart, graph or timeline showing how far you've come may make how far you still have to go seem less daunting.

Share news or ideas from other projects you hear about.

Get as many of your members directly involved as you can , if even in a very small way. The *Choices* curriculum is based on the motto:

> ***"Tell me, I forget;***
> ***Show me, I remember;***
> ***But involve me, and I understand."***

Or try some energizing exercises from ***Choices, Changes*** and ***More Choices*** at your meetings from time to time. Work in groups of two or three to have some good discussions. You might even play some of the songs of the day (see pages 10 & 11 in the ***Instructor's Guide***) to perk up people.

"One of our pilot clubs reported generating a tremendous amount of interest in the project among their members by having three young women who attended their ***Choices*** Youth Leadership Weekend speak on their impressions of the program at a club meeting."

Carol Achilles, New York

We suggest you consider the following exercises:

Exercise	Book	Pages	Time Required
Envision Your Life	*Changes*	12-13	10 minutes
What About Our Peers	*Changes*	19	10 minutes
Women & Men In History	*Changes*	27	10 minutes
Broverman Short Form Characteristic Scale	*Changes*	29	15 minutes
Working World	*Changes*	37-39	15 minutes
Aggressive, Assertive, Passive	*Changes*	145	10 minutes
TV Trivia	*More Choices*	17-19	15 minutes
Entrepreuneurial Checklist	*More Choices*	96-97	10 minutes
Childhood Choices	*More Choices*	111-12	10 minutes
Word Problem	*More Choices*	144-46	10 minutes
Balancing YourLife	*More Choices*	157-59	15 minutes
Communicating: New Strategies for Dual-Income Households	*More Choices*	182-84	10 minutes
Above cont'd	*More Choices*	185-86	15 minutes
Group Warmups from Mother-Daughter Choices	*MD Choices Handbook*	70-71	10 minutes
Make up your own questions or choose from the ones on pages	*MD Choices Handbook*	79, 86, 95 112, 120 130	10 minutes each

After a hard day's work, most people just want to go home and rest. But hundreds of BPW women across the country found they can recharge their batteries simply by "changing hats" and becoming advocates for girls and young women. Enthusiasm is the key to keeping the project going, and there are lots of ways to generate it. For example, Charlie Smith, Nebraska State Coordinator, initiated a column called "Generating Brighter Tomorrows" in her newsletter.

SAYING THANK YOU

Successful projects don't happen without a great deal of effort from a great many people. It's important to acknowledge these efforts and say 'thanks.'

Thank your volunteers often, especially when they put in extra work or do a particularly good job. They deserve a pat on the back. And they're likely to want to stay with the program when they know they're appreciated. One pink rose (à la *Choices*) presented at a general membership meeting is a thoughtful gesture.

Thank your sponsors or donors. A hand-written note is always appropriate. If you receive a large grant from an individual, you might also send flowers, a plant or a book.

Thank the media. If the newspaper runs your press release or you've been interviewed on the radio, drop the editor, reporter or producer a note of appreciation.

Thank people for hearing you out. If you've appeared before the school board, PTA or whatever to ask for support, send a note thanking them for giving you the opportunity.

National Coordinator Betty Shepperd recommends writing your notes on cards with your project logo. This keeps the project visible. Donors are likely to remember you if you go back for another contribution next year.

Remember your special volunteers or supporters with notes or small gifts on holidays or special occasions. During our pilot project year, Advocacy Press sent the following 'thank you' verse, accompanied by a copy of its recently published children's book, ***Tonia the Tree***, to all project coordinators:

'Twas the holiday season and, all cross the nation,
Women and girls joined in loud celebration:
The year had been busy, the year had been fun,
The work had been hard, and the progress begun.

Thanks to the women, the future looked bright
For millions of girls who would not have to fight
Quite as hard as their mothers to choose a full life:
Work, babies, a husband ...(not only a wife!)

For your efforts unceasing and energy boundless,
Our gratitude no longer can go on soundless.
We all give a cheer, raise a glass, join our voices:
To the wonderful women who help girls with choices!

Feel free to use or modify this verse for your own use.

AN IMPORTANT WORD ABOUT THE RECRUITMENT OF GIRLS

Remember back when you were a teenager. What thoughts crossed your mind when you heard the phrase, "It will be good for you"?

As you put together your project it is very important that you pay special attention to the recruitment process for girl participants. Your activity is going to have to compete with their entertainment and recreational activities. During high school many girls have part time jobs. Many girls have to make careful choices about how to spend the little free time they have.

> ***A word of warning*** You cannot recruit girls by just putting an article in the local newspaper, handing out brochures at school and hanging posters around town. While this kind of passive recruitment might work for many recreational activities such as dances and sporting events, you will not be successful for your Choices project. The recruitment of girls to attend your activities or events will take special strategies.

Below are a list of ideas that have worked for other projects. For the best attendance you might consider doing them all.

Personally contact appropriate teachers and encourage them to give extra credit for attendance at the event. An example would be to involve math teachers for the Math Science Fair. Many teachers will attend with their students. One school district supplied the buses to transport the students nearly 50 miles to an event in another city.

Identify the strongest club in the school and individually enlist the girls who are leaders to serve on the recruitment committee. Peer persuasion is a strong motivator.

Ask each member of your organization to be responsible for the recruitment of 2 or 3 girls. Encourage them to identify friends and family with appropriately aged girls and personally invite and register them. Make sure each member has enough registration forms to carry wherever she goes.

Recruit the support of the youth directors of your local churches and synagogues. Encourage their groups to enroll together.

Add something "special" to the program such as a pizza party reception or favor bags from local merchants to entice participation.

See pages 104-135 of this handbook for other ideas.

If you are planning to sponsor a Mother-Daughter Choices program see page 31 of ***Mother-Daughter Choices: A Handbook for the Coordinator.***

Once the girls are at the event, they have a marvelous time. But getting them to see the value in this kind of activity will require the personal approach.

Carol Achilles, New York state coordinator, offers this hint for getting girls involved: "If you choose to work with a group of girls, use an established group. When our clubs attempted to offer workshops to girls at large (i.e., no club affiliation) in the evenings or on weekends, they had little response in spite of great advertising by posters and articles in the newspaper. Girls are BUSY. If clubs can work into an established time frame, they will have more success."

With that hint in mind, where do you find high-risk girls, if that is the group you've targeted? Try working through your local social services office, welfare department, alternative schools, etc.

WHAT ARE THE FACTS OF LIFE FOR TODAY'S GIRLS?

How much do you know about the lives of girls and women today? Take the following quiz to find out.

1. By the age of _____, a child has already adopted gender-linked roles which may limit his or her options in later life.
   a) two
   b) four
   c) six
   d) eight

2. According to a major national assessment, 13-year-old girls performed ____ in mathematics.
   a) as well as boys
   b) better than boys
   c) worse than boys

3. While 40% of graduating high school boys have taken three or more years of math, ____ of girls have done the same.
   a) 5%
   b) 12%
   c) 28%
   d) 42%

4. The number of males planning to major in the physical sciences and related areas was ____ that of the number of females planning the same majors.
   a) half
   b) the same as
   c) 2 times
   d) 6 times

5. The ratio of boys to girls in computer camps is ____.
   a) 1:1
   b) 2:1
   c) 3:1
   d) 4:1

6. ____ of young women in vocational education programs are preparing for jobs traditionally held by women.
   a) 25%
   b) 50%
   c) 60%
   d) 75%

7. In 1981-82, women earned ____ of all Bachelor's degrees in engineering.
   a) 2%
   b) 11%
   c) 27%
   d) 46%

8. In 1987, ____ of mothers with children under the age of one were in the workforce.
   a) 10%
   b) 25%
   c) 51%
   d) 65%

9. Yet in a survey of girls ages 13 to 17, ___ did not expect to work outside the home if they had children.
   a) 25%
   b) 32%
   c) 68%
   d) 81%

10. In most American high schools there is an average of one counselor for every ___ students.
   a) 25
   b) 100
   c) 250
   d) 500

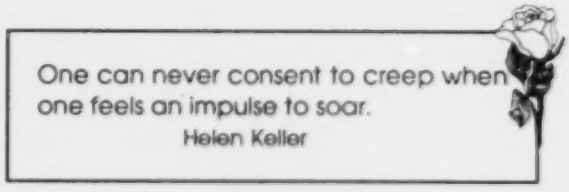
11. ___ out of 10 heads of single-parent households are women.
   a) 4
   b) 6
   c) 8
   d) 9

12. Today's 16-year-old girl can expect to work ____ or more years outside the home.
   a) 5
   b) 10
   c) 30
   d) 50

13. ___ of all families maintained by a woman have incomes below the poverty line.
   a) one third
   b) one tenth
   c) one fourth
   d) one half

14. In 1984, the United Way gave $___ to boys' programs for every $1 it gave to girls' programs.
   a) $1
   b) $2.38
   c) $4.62
   d) $.89

Advocacy Through Publicity and Promotion



GETTING THE MEDIA INVOLVED

Most of us have an exalted opinion about things we read in the paper or see on TV. A story on the front page takes on immediate importance, and anyone interviewed on the local talk show becomes an instant celebrity. The rest of us mere mortals, we believe, could never do anything so bold or be part of anything so important. You are about to change your mind about that. Because the media provides a great way to give a project both visibility and credibility. And getting them involved is easier than you may think.

After all, it's their job to let the public know what is going on in the community. They need to fill their pages with news and their airspace with interesting messages. Otherwise they're out of business. They are also in competition with each other. They want to get a story first. Or, if a competitor beats them to the punch, they often want to outdo the others by expanding on the story, offering a personal interview, a bigger photo or something similar.

You can use these facts to your advantage. As someone with important news to share, you can approach the local editor or producer as someone who is doing him or her a favor, rather than on your hands and knees. And, of course, the benefits to you will be substantial.

When an article about your project appears next to a story about what's going on at City Hall or what the governor had to say about raising taxes, it becomes more real, more important to everyone in the community. Among these people are potential funders, educators, parents and others whose support you will need to get your project off the ground, as well as future members of your organization. When you go to see the principal or the president of the bank, you can hand him or her a copy of the article, or say "perhaps you heard me on the 'Talk of the Town' show last week." People will be more willing to listen, and they will be more receptive to what you have to say.

How do you get them involved? Read on. How big is your community, and what kinds of media are available to you? Your approach will depend in part on how you answer these questions.

If you live in a rural community with a weekly or bi-weekly newspaper, you can probably approach the editor directly. If you don't know him or her, someone in your organization probably does. These editors often work with little or no support staff, and are usually more than pleased to print well-written articles with a local angle.

But don't assume anything. You still need to be well versed in your issues, polite and assertive.

In larger communities, you may have one or more daily newspapers, radio and TV stations. You may have more difficulty getting their time and attention because, while these reporters and editors have no more hours in their day than do the small town editors, they have many more people vying for their attention. It's helpful if you have a contact with these people. Does anyone in your group know anyone who works at the station? Does anyone know anyone who knows someone there? Any contact, no matter how remote, is helpful. But you must be prepared to give a forceful presentation of your issue. And you must be able to do it in a very short time. You usually won't be allowed more than a few minutes.

Living in a metropolitan area is a mixed blessing. On the one hand, there is a wide variety of media, and numerous possibilities for getting coverage. On the other hand, it's harder to get an appointment, or even to get someone to read your news release. You will need to be more persistent, and more creative.

But there are some basic tools and concepts that everyone should be familiar with. Read about the following options. Consider your community and your particular situation. And do what you think will serve your project best.

THE NEWS RELEASE

The news release is your most basic tool for communicating with the media. It is a clearly written article, usually no more than two pages long, that sets out who you are, what you're doing, when you're doing it, and why. Since the media may receive hundreds of releases on any given day, it is important to make yours interesting, accurate and legible. Be sure to identify your organization clearly, and to provide the name and phone number of a contact in case the reporter has questions. News releases should generally be sent by mail, but it is helpful to direct them to a specific person.

THE FEATURE ARTICLE

A feature article differs from a news release in that it contains more than "just the facts." Often accompanied by one or more photos, the feature is similar to an article you might find in a magazine. It can center around a person, a program, or an issue. You will find a series of eight feature articles to submit to your local paper in this chapter, along with ideas on how to give them more local appeal. Or, the features editor of your paper may want to have a staff writer do a piece on your program. Articles or ideas should be submitted to the features editor. You can get his or her name from the paper's switchboard.

THE PRESS KIT

The press kit is a multi-purpose instrument. It can be sent to editors, producers and interviewers to provide a variety of information about your project. It should include your basic press release, along with any feature articles you have generated. If you are making yourself available for interviews, include a resume or short biography and, if you like, a photo. Add a list of questions the interviewer may want to ask, along with their answers. You may want to include a flyer about your organization, as well. Tie all the parts together with a cover letter stating why your issue deserves attention. Put the whole thing in a folder, and send to a specific person. Follow up with a phone call several days later. This is an essential step. Persistence usually pays.

> In all your media releases encourage other interested community women to contact you if they want to get involved with your **Women Helping Girls With Choices** Project. This is a very attractive activity for many women who may not have considered joining your organization before. Once they get involved they will probably become members.

WORKING WITH THE MEDIA

General guidelines in working effectively with the media include:

1) Get your story to the right person.

2) Be persistent.

3) Don't alienate anyone.

The smaller the organization you're dealing with, the easier it is to find the appropriate person for your story. In a small town, you can go directly to the editor. In a somewhat larger city, ask for the news editor. There may be more than one good contact on a large paper. Make use of any connections you can to find a willing listener. Once you do that, maintain your contact. By earning the respect and good will of an editor or reporter, you can get ongoing coverage for your project and your organization.

And don't overlook columnists, especially any who seem to have an interest in your issue. A letter of introduction may begin, "Your recent column on teen pregnancy was one of the most sensitive and informative I've read. You may be interested to know that the Apple Valley ABC Organization is currently developing a project to help alleviate this tragic problem by getting young women actively involved in planning for more rewarding futures. . . ."

If you want to be interviewed on a TV or radio program, your contact should be the producer of that show. Call the station to get the correct name.

As for persistence, it's a good idea to follow up any mailing with a phone call. If you don't succeed with your first news release, send another. And another. If it becomes apparent that your contact is not sympathetic to your cause, try to find someone else on the staff who is. Or go to a competing paper, station or program.

But don't be a pest. Don't show up without an appointment and expect a warm reception. Be polite and assertive. Don't whine or wheedle. And get to the point quickly.

If you can present your case clearly, quickly and professionally, you and your project will be treated with respect.

RADIO INTERVIEWS

The more than 9,000 commercial radio stations in the U.S. provide ample opportunity for publicizing your project. If you live in a small town or rural area, there may be only one or two possible stations to approach. But since these will necessarily focus on community issues, they should welcome your offer to be interviewed. Call the station manager or host of an appropriate talk or call-in show, or send your press packet and follow up with a call.

In larger markets, there may be dozens of radio stations from which to choose. But most of these can be easily eliminated. The "top ten" music station probably does not do interviews with community volunteers. Think about the kinds of people most likely to be interested in your issue (parents of teens) and consider the stations they are most likely to favor. Are there any talk shows on this station? Contact the producer or host of one of those shows.

Are you the person to be interviewed? Or is someone else in the organization more articulate and better versed in the issues? In order to make the most of your radio opportunity, choose your representative wisely. This is one time when seniority or status within the organization should not take precedence. It's usually a good idea to have a single speaker, not a group. Too many voices confuse the listener.

Make sure your representative is well prepared for the interview. Think of as many potential questions as you can, and rehearse the answers. What points do you particularly want to get across during the interview? Memorize these key sentences, and work them into responses even if the interviewer does not directly approach the question. Study pages 55-57 to become comfortable with the issues.

AUTHORS ON RADIO

Radio stations reluctant to interview someone from your organization may be more willing to consider talking with an author. Authors are seen as recognized authorities on their topics. The producers may also feel that having a published author on the show gives the program additional status.

If such is the case, you can easily furnish an author from Advocacy Press. Just call the Educational Coordinator at (805) 962-2728 to make arrangements for a phone interview. Mindy Bingham, Penny Paine and Dr. Doug Larche are available to talk about career and life planning, mixing career and family, the importance of math, teen pregnancy, innovative leadership, media influences on young women, equity issues in children's books, and economic self-sufficiency. We will send you a press kit that you can send your radio station.

DON'T OVERLOOK THE NATIONAL MEDIA

If notice from your local newspaper took an effort roughly equivalent to climbing Mount Everest, you may think any kind of national coverage is totally out of the question. Don't be so sure. To be successful, though, you probably have to find a contact. The trick here is to ask EVERYONE YOU KNOW whether they have a friend, relative or acquaintance working in any capacity at a national radio or TV network, newspaper or magazine. Have everyone you know ask EVERYONE THEY KNOW. You may be surprised by the results.

Approach this contact just as you would someone local: Be articulate, professional and enthusiastic.

You may not succeed in getting an interview with Barbara Walters, but the potential rewards for getting national publicity make it worth the effort. You will put your town on the map. Your organization will take on new status in the community. And you are sure to renew your enthusiasm for and participation in your project and organization.

While the teen music stations do not usually do talk show programs. Betty Shepperd reports that they are interested in "Teen Time-Out". A town's respected/popular teen tells why he or she:

a) stays in school or
b) takes math
c) doesn't drink, etc., etc.

A different teen each week can be recruited by your organization. Find a commercial sponsor in the community. If you're really ambitious, find a national sponsor and get your project aired on national television.

WHAT IS A MEDIA FLYER?

A media flyer is a simple brochure that introduces you and your project to others who may wish to interview you, write an article or have you give a speech. It is designed to create interest in the issue and set you up as an expert on the topic. In addition, it includes a list of questions to help a reporter conduct an interview, or give an idea of the topics you intend to cover in your speech.

> Arizona State Coordinator Judy Numbers has become known as an expert on career education for young women, and is called on to speak at such events as a forum on business and education partnerships at the Phoenix City Club.

Put a copy of your flyer in all your mailings to the media. Make sure the local speakers' bureau has a copy. If you are portraying yourself as an expert, of course, you need to be well versed on the issues you will be discussing. Reading a copy of **Facts and Reflections on Girls** is a good way to get a lot of excellent material in a hurry. To order send $6.95 ppd to Girls Clubs of America National Resource Center, 441 West Michigan St. Indianapolis, IN 46202.

We have reproduced a media flyer on teen pregnancy prevention that has worked well for us as a sample. On page 53 (front) and 54 (back) we have a layout of a media flyer that you might like to use. Decide which two or three people from your organization will best represent your project and include their photos and short biographies on the left hand side of the front page, as our sample illustrates. Have the whole thing (the two pages provided along with your photos) printed on a single sheet of paper front and back. You're in business!

If a reporter requests a written question and answer interview, copy and send the pages 54-57.

> Barbara Huffman of Parkerburg, West Virginia spoke to about 70 sex equity and vo-tech personnel at a seminar conducted by the WV Department of Education. The purpose of the seminar was to encourage utilization of the ***Choices/Challenges*** curriculum in vo-tech schools throughout the state. State Sex Equity Coordinator, Mary Kay Harrison, has placed ***Choices*** on her department's list of recommended model projects eligible to receive equity funding.

Let's talk about Teen Pregnancies.

Teen Pregnancy Prevention

There are 11,731,000 teenage women in the USA. Every member of your audience is concerned about at least one of them. 40% of our daughters will have been pregnant at least once before their 20th birthday.

Mindy Bingham, Executive Director, Girls Club of Santa Barbara, co-author, ***CHOICES***.

Judy Edmondson, co-author, ***CHOICES***, high school teacher.

HERE'S HOW YOU CAN ARRANGE AN INTERVIEW:

To talk with Mindy Bingham or Judy Edmondson, call (805) 962-2728, or write Advocacy Press, P.O. Box 236, Santa Barbara, CA 93102.

To talk with Jane Quinn, call Mary Jo Gallo, Director of Public Relations, Girls Clubs of America, (212) 689-3700 or write to Girls Clubs of America, 205 Lexington Ave., New York, NY 10016.

1.1 million teenage girls in the United States become pregnant each year. This results in 550,000 live births. In 1979 it cost this country's welfare system 8.3 billion dollars to support the families of women who first gave birth as teenagers. And we cannot measure the emotional costs suffered by these women and children who live on inadequate financial resources due to incomplete education and career preparation.

Studies show there is a strong relationship between a girl's career aspirations and the prevention of adolescent pregnancy. An interview with Mindy, Jane or Judy will let you share their helpful insights with parents, educators and community advocates in your audience who want to motivate teen women to plan for their futures and so reduce the spread of this epidemic.

What is the relationship between girls' career aspirations and the prevention of adolescent pregnancy?

Studies show that the majority of teenage girls in our country today actually aspire to low-paying jobs. What accounts for this figure and what can we do about it?

What does research tell us about the most effective ways to prevent adolescent pregnancy?

Is information on contraception enough?

Why are decision-making skills so important to our teenage women and what is the best way for them to learn these skills?

How important is it for the parents to communicate directly with their daughters about human sexuality? Can this have a positive influence on preventing adolescent pregnancy?

How can we help our daughters understand the economic realities of tomorrow and why is this important in the prevention of adolescent pregnancy?

Studies show young people who can project themselves into the future and understand that they have control over the direction of their own lives are less likely to become teenage parents. What can we do to facilitate this awareness?

What can we do in our communities and schools to actively address the area of pregnancy prevention for adolescents?

A written question and answer interview is available upon request from Advocacy Press.

Advocacy Press is a division of the Girls Club of Santa Barbara

BEST COPY AVAILABLE

Let's talk about choices.

There are thousands of teenage women in our community. Every member of your audience is concerned about at least one of them.

The majority of these teens have not come to terms with the economic realities of their futures. All evidence to the contrary most believe they will stay at home with their 2.2 perfect children while their husbands earn a salary large enough to support the family in comfort. In spite of the powerful impact of the women's movement over the past two decades, studies show that most teenage women today still do not realize the new life choices they will need to make.

Members of our organization can provide thought-provoking information and answers about preparing these girls for their roles as women of tomorrow.

Here are some questions you might ask them:

What facts about their futures should young women know? What are some of the statistics?

How many of today's girls can expect to be financially supported by their husbands?

Do young women today still think there will be a "Prince Charming" in their lives? What keeps this notion alive?

What are some of the critical decisions a woman in her teens faces? What kind of information does she need to make these decisions wisely?

Why does avoidance of math and science sharply reduce a girl's future earning power?

What can our listeners/readers do to help the teenagers in their lives make sound decisions?

What can parents of elementary age girls do to help their daughters begin to prepare for successful futures?

Why should we encourage our schools and communities to continue expanding athletic opportunities for girls? How can encouraging a girl's interest in sports help her succeed on the job?

What messages do parents give their daughters that may limit a young woman's expectations of herself?

How will the changes you suggest affect the family? How will they affect men?

Why should girls be encouraged to explore non-traditional careers?

What can we do in our communities and schools to actively address the needs of our girls?

How can our listeners/readers find out more about how to start a **Women Helping Girls With Choices** program in their own community?

A written question and answer interview is available on request.

That's why we've started a Women Helping Girls With Choices Project in our community.

Our goals are as follows:

- to encourage higher educational and career aspirations in teen girls by making them aware of the current facts concerning women's roles in the workplace and at home.
- to encourage girls to plan for economic self-sufficiency by increasing their knowledge about the income required to support a family; by teaching them about various careers and the salaries associated with those careers; and by improving their attitudes toward higher-paying, non-traditional jobs.
- to encourage girls to delay motherhood by increasing their knowledge about the economic, social, emotional and physical costs of child-bearing.
- to discourage self-destructive behaviors such as drug/alcohol abuse, pregnancy or dropping out of school by increasing girls' self-esteem and helping them visualize rewarding and self-reliant futures.

A Service of:

QUESTIONS AND ANSWERS FOR WOMEN HELPING GIRLS WITH CHOICES PROJECT

Contact:

Q. What facts about their futures should young women know? What are some of the statistics?

A. For starters, they need to realize that they will work outside the home. Most will hold jobs for 26 to 45 years. Furthermore, they will work while their children are young. Today, more than half of all women with children under the age of one year are in the workforce. They also need to be aware of the fact that their marriages stand a fifty-fifty chance of ending in divorce, and that there is about the same chance of their being the sole support of their family at some point in their lives.

Q. How many of today's girls can expect to be financially supported by their husbands?

A. That figure now stands at about 9.2 percent. Yet a majority of teens expect to find themselves in this category. Clearly, many of them are in for an unpleasant surprise.

Q. Do young women today still think there will be a "Prince Charming" in their lives? What keeps this notion alive?

A. Yes, they have some very unrealistic expectations. And society helps to reinforce them. Fairy tales and romance novels, TV shows and popular songs all encourage young women to think of their futures primarily in terms of relationships. Part of it is wishful thinking, too. Let's face it: It's frightening to think about taking full responsibility for your own life. Girls have the added disadvantage of having fewer role models than boys do, as far as careers are concerned. They may note that some of the women who have succeeded at work have had to make sacrifices in their personal lives, and they don't want to do the same. But they see few alternatives. So it's easier to believe in the fantasy than to confront the facts.

Q. What are some of the critical decisions a woman in her teens faces? What kind of information does she need to make these decisions wisely?

A. Teens are called upon to make some major life decisions: whether or not to stay in school, whether or not to experiment with drugs or sex, what career to go after. They often decide when and who to marry, or whether or not to become pregnant. Some of the decisions are reversible, others are not. Before a young woman begins to make them, she needs to consider what she wants for her life, in terms of both career and family. She needs to know what different jobs pay, and what it costs to support a family. She needs to be able to see herself as having control and direction over her life — her choices are wide open if she is willing to work to make her dreams come true.

Q. Why does avoiding math and science sharply reduce a girl's future earning power?

A. Without a solid background in math and science, a young woman is not even eligible to enter two-thirds of all major areas of study in college. If you take a look at the top-paying

jobs in this country, you'll find that most require knowledge in these two areas. And, as we become more and more dependent on technology, fewer and fewer jobs will be open to those who cannot work with computers, etc.

Q. What can our listeners/readers do to help the teenagers in their lives make sound decisions?

A. Give them the facts. Go over the family budget with them. The minimum wage may sound great to someone who's never had to pay the rent or buy the groceries. When teens start to see the real cost of living, many of them up-grade their plans for their future careers. The same principle holds true for other kinds of decisions. If young people have good information and really believe that they can exercise some control over their future, they usually do alright.

Q. What can parents of elementary age girls do to help their daughters begin to prepare for successful futures?

A. Basically, they can treat them the same way they most likely treat their sons: Encourage them to do well in school and to take part in athletics. Let them be as active and curious and outspoken as their brothers. Praise them for learning new skills rather than for not getting dirty. If parents would buy a computer for a son, they should buy one for a daughter.

Q. Why should we encourage our schools and communities to continue expanding athletic opportunities for girls? How can encouraging a girl's interest in sports help her succeed on the job?

A. Statistics show that nearly all top executives took part in high school athletics. It's not surprising. Children learn many of the skills they will need to succeed at work on the playing field. They learn how to play by the rules and how to work with others. They learn that, with hard work and patience, they can master new skills. They take risks. They learn to win and, more important, they learn to lose. This is crucial. No one wins all the time. Anyone who's ever played baseball knows this is so. Yet many women are so daunted by a single failure on the job that they simply give up. Those who have been involved with sports know that losing is part of the game. They pick themselves up and try again. And that's the only way to succeed.

Q. What messages do parents give their daughters that may limit a young woman's expectations of herself?

A. A very common message is that girls are no good at math, and that that's okay. Maybe mom lets dad pay all the bills and balance the checkbook. Kids notice that. If a girl comes home with a bad grade on her math exam and a parent says, "Maybe it's just too hard," that's a message. A more positive way to deal with that situation would be to say, "I know you can do it if you try harder." Sometimes, too, parents are more actively concerned about a girl's social life than they are about how she's doing in school. If they also have a son, they may demonstrate more interest in his accomplishments and plan more seriously for his education. A boy is encouraged to take risks and stretch his abilities, while a girl is told to play it safe. The parents may think they're protecting their daughter but what they're really telling her is that they don't think she's capable of doing the task.

Q. How will the changes you suggest affect the family? How will they affect young men?

A. They should be beneficial for everyone. If men can stop bearing the full responsibility for supporting the family, they should be able to take more of an active role at home. If they can include taking on their share of the household tasks in that role, women's burdens should be eased, as well. A wife who can support the family on her income allows her husband many more options for changing jobs or going back to school, or whatever. In short, if everyone can fill a variety of roles, there's much more flexibility for the family to meet its changing needs throughout the years.

Q. Why should girls be encouraged to explore non-traditional careers?

A. There seems to be a direct correlation between how much a job pays and which sex is most often employed in that job. The so-called non-traditional jobs offer a higher salary. Is a truck driver really more valuable to society than a nurse? Not necessarily, but he probably makes more money. Actually, we've stopped calling jobs non-traditional and started calling them what they really are — higher-paying. If a woman ever needs to support a family financially, she will be better able to do so if she looks beyond those career fields most often populated with women.

Q. What can we do in our communities and schools to actively address the needs of our girls?

A. There are many ways. One of the best is to get involved with a national program called Women Helping Girls with Choices. Projects are directed locally by women's service organizations, and can involve any number of activities, from implementing a pre-career awareness curriculum in the schools to having a career day or Math-Science Fair to coordinating a Mother-Daughter Choices Program. Other things to do include making sure that local funders like the United Way support girls' programs on a level equal to that of boys' programs. We need to make sure that athletic programs for girls are receiving adequate support, and that girls have as much access to the computers at school as boys do.

Q. How can our listeners/readers find out more about how to start a Women Helping Girls with Choices program in their own community?

A. Contact *(your organization, contact person and phone number).*

BROCHURES

Printing a brochure about your project is an effective and inexpensive way to get attention and support. You can:

* Include them in your press kits.
* Use them to recruit adult volunteers in your project.
* Use them to recruit young women participants.
* Leave them with teachers or school counselors who may direct girls to your project.
* Send with a cover letter to generate interest from the media.
* Use them to publicize your organization and attract new members.
* Include them with your funding requests to show that you are already functioning as a project.

We've included a sample brochure that could be photo copied. Just add your organization's information in the areas provided.

If you want "clearer" copy for offset printing order a stat of the brochure from the order form on page 186.

Be sure to get bids from at least 3 printers. Or think about asking a local bank or business with commerical photocopy equipment if you can reproduce your brochures there.

Are you concerned about:

- The feminization of poverty?
- The high teenage pregnancy rate?
- The high school drop out rate?
- The unrealistic attitude young women continue to exhibit toward work and their future?

Did you know:

- Despite sex education and widely available contraception, one million teens get pregnant each year.
- Despite the fact that over 50% of women with children under the age of one are now in the workforce, most teens believe that they will not work outside the home when their children are young.
- Most girls in vocational training are preparing for traditional lower paying jobs.
- A recent poll showed that teens believe only about 10% of 40 year old women work outside the home. (In fact, 60% do.)
- Though 75% of college majors require three to four years of high school math, only 28% of female high school graduates meet that standard.

You can help reverse these trends by becoming involved in our community wide

Women Helping Girls With Choices Project

For more information contact:

"It doesn't matter where a girl comes from as long as she knows where she's going."

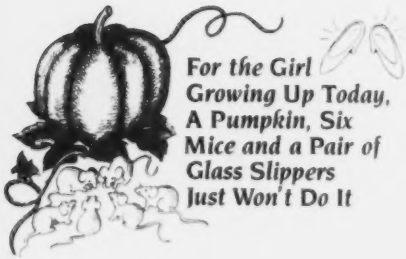
Our goals are as follows:

- To encourage higher educational and career aspirations in teen girls by making them aware of the current facts concerning women's roles in the workplace and at home
- To encourage girls to plan for economic self-sufficiency by increasing their knowledge about the income required to support a family; by teaching them about various careers and the salaries associated with those careers; and by improving their attitudes toward higher-paying, non-traditional jobs.
- To encourage girls to delay motherhood by increasing their knowledge about the economic, social, emotional and physical costs of child-bearing
- To discourage self-destructive behaviors such as drug/alcohol abuse, pregnancy or dropping out of school by increasing girls' self-esteem and helping them visualize rewarding and self-reliant futures

Women Helping Girls With Choices

(organization(s) name)

(organization address)



"Some of us have great highways to follow. If you do, that is nice. But if not, then know that it is your responsibility to pick up a shovel and build a road for those coming on behind you."

Amelia Earhart

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has."

Margaret Mead

BEST COPY AVAILABLE

OTHER KINDS OF PROMOTION

As American advertisers have discovered, there are countless ways to promote an issue or a product, to keep a name before the public's eye. Consider some of the following. Or come up with your own.

STICKERS A gummy sticker with the names of your organization and your project can be used in a number of ways. If you decide to purchase books to be used in a local school, for example, the stickers can be affixed to the covers as a reminder that your group made this class available.

A copy of the sticker used in the pilot program is below.

T- SHIRTS In most areas, it's easy to find a shop that will put your name or logo on a t-shirt. Have them made up for all program participants, teens and adults.

Other examples include:

POSTERS

BOOK COVERS

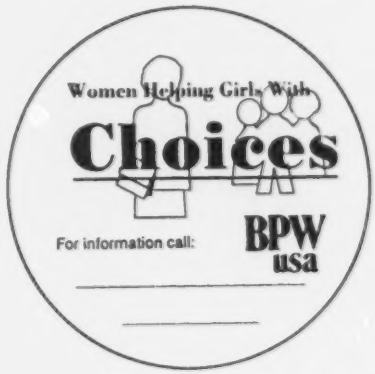
BUTTONS

BALLOONS

NOTE PADS

CALENDARS

SUN VISORS



Choices Pins

From the Nebraska project.

West Virginia State Project Symbol

From West Virginia — these 4" bears helped promote their Choices Program.

HOW TO USE THE FOLLOWING NEWS ARTICLES

The following eight articles have been written as a series that can be submitted to your local newspapers as a community service from your organization. You might suggest that this series run daily over an eight day period or once per week over an eight week period.

We have typeset these in the double spaced format that editors appreciate so they can do their own editing. The easiest way to use this series is to photocopy pages 67 to 87and submit with the cover letter on page 66. The articles are typeset in Times Roman 10 pt. type using an Apple Laserwriter II. See page 35 for information on the availability of a computer disk for editing.

When you place articles in your paper please send us a copy. Mail to: **Women Helping Girls With Choices National Project**, c/o Advocacy Press, P.O. Box 236, Santa Barbara, CA 93102.

If you get the series of articles placed in your local newspaper you might consider selling books as a fundraiser at the same time. Many of the articles refer to the books or authors, and will increase your community's awareness of them. Have your members take orders using the form on page 189. See page 162 for more information.

LOCALIZING THE ARTICLES

Newspapers are more likely to publish articles that have a "local angle." If they include statistics from your city, or quote someone who lives there, interest in the pieces automatically goes up.

Presenting the series with a note that it is being offered by your group, which is sponsoring a local **Women Helping Girls With Choices** project, accomplishes part of this goal. In smaller cities, or in instances where you feel confident of placing the articles, you may not need to go any further. But you may want to.

If you've had trouble getting releases published in the past, or if you think the editor may not be receptive to the articles, make an effort to present them more obviously as local news.

An easy way to do this in the articles that quote Mindy Bingham or Sandy Stryker is to attribute one or more of the quotes to a local spokesperson — the president of your organization, or the coordinator of your project, perhaps. Be sure to make it a quote that could come from this person, not one that relates directly to Mindy's or Sandy's position as an author. Please do not use this tactic on quotes from other authorities, such as the psychologists who expressed opinions in the piece about raising successful children.

You could also consider adding a completely new quote from your local spokesperson and fitting it into the existing text. Putting it at the beginning or at the end is usually not difficult. Or, have the statement relate to any sentence in the text, and add it there.

Editors are usually impressed by local statistics or anecdotes. You might have a teacher — elementary or high school — ask the girls in class what they want to be when they grow up and report the results to you. Then, in the article on the importance of career planning for young women, you can say that nine out of ten girls in the fourth grade at Lincoln School want to be nurses or movie stars or whatever.

The local high schools may be willing to tell you how many girls are enrolled in advanced math and science classes. You can ask how many teen pregnancies were reported last year — but don't press the issue if school officials are unwilling to give you an answer. This could be sensitive information, especially in a small town.

Any figures you can find on the percentage of working women, single parents, or women working in non-traditional jobs in your town can be easily inserted. Use your sources, and use your imagination.

Don't feel that if you localize one article, you must localize them all. As you read through the series, good ideas for one or two of them may come quickly to mind. Do a good job on these, and the paper will probably be receptive to the whole package. This is a better strategy than stretching to add local color to every piece, no matter how unlikely or irrelevant the contribution may be.

IDEAS ON HOW TO LOCALIZE EACH ARTICLE

FOR A GIRL GROWING UP TODAY. . .

- Contact the local human services department or welfare department and see if local statistics are available.
- Develop your own questionnaire asking girls what they think their futures will be like. Work with your local high school to distribute it. Tally the results and report in your article.

WHEN IT COMES TO PREVENTING TEEN PREGNANCY. . .

- Get the teen pregnancy statistics in your community if appropriate. A good place to start is your local high school and welfare office. Contact the public health nurse or school nurse.
- Survey the community agencies and institutions and report what is being done to help curb the teenage pregnancy rates.
- Interview girls who are teen mothers and women who were teen mothers and ask them to reflect on their experience.

FEMALE ATHLETES ON THE TRACK TO FUTURE SUCCESS

- Check out athletic opportunities in the school and community and report on any inequities you find.
- Interview top young female athletes in your community, and focus on their future aspirations. From the high school coaches find out which girls are winning athletic scholarships and interview them.
- Circulate a questionnaire among 30 to 50 high school girls involved in sports and 30 to 50 girls not involved in sports. Compare future expectations in the workforce.
- Survey your local United Way and see if girls' athletic opportunities are supported as well as boys' athletic opportunities. If there are discrepancies, interview your United Way Executive Director and ask why.

IT DOESN'T TAKE A WHIZ KID TO SEE THAT MATH AND COMPUTER ABILITIES ADD UP TO FUTURE SUCCESS FOR TODAY'S GIRLS!

- Survey your local high school upper division math classes (Algebra II, Trigonometry, Calculus) and find the percentage of girls taking these classes.
- Survey your membership to discover their attitudes toward math when they were in high school.
- Interview a math teacher in your local high school about girls and math. You might also do the same with the computer teacher.

- Identify young women who are achievers in their non-traditional careers and ask them about their attitudes toward math when they were growing up.

GREAT ASPIRATIONS? GIRLS SEE CONFLICT BETWEEN CAREER AND FAMILY LIFE

- Survey girls in high school on their career aspirations. Then give the same survey to young women who are seniors at a local college. Have their career aspirations changed since high school? If so, is it because of a conflict between work and family plans?
- Interview women who are successfully mixing career and family because they have jobs that offer flexible hours and a salary high enough so they don't have to work 40 hours per week.
- Does your high school teach family life planning? Does it teach career education? Are these courses from two separate departments or are they discussed together? Is special attention given to strategies for mixing career and family, particularly for young women?
- Interview a single mother who has a job with low salary and little flexibility. How is she coping?

SUBTLE BRAINWASHING IN THE NURSERY

- At a local preschool interview 4 year old boys and girls by asking them what they want to be when they grow up. Do the girls respond with strictly female occupations and vice versa?
- Take a survey of boys and girls in the 3rd grade, 7th grade and 11th grade. Ask the girls, "If tomorrow you woke up and found you were a boy how would your life be different?" Ask the boys the same question substituting "girl".

DON'T TEACH YOUR DAUGHTERS TO PLAY FOLLOW. . . .

- Conduct an "interview on the street" at the high school with the question, "Do you think a woman will be elected president in this century? Why or why not?"
- Compare high school male responses and female responses to the question, "What is the best way to insure peace?"

ASPIRATIONS RISE WHEN GIRLS LEARN THE COST OF LIVING

- Ask your members to do this exercise at home with their teenagers. Have them share some interesting anecdotes about what was said and what was learned.
- Another way to use the following article series is to present it to the producer of your local TV news station. These issues would make a wonderful series over a period of time. Remind the producer that these are issues of interest to nearly every member of the audience.

Dear Editor:

To hear people talk, teen-agers today are heading for hell in a hand basket. The problems — teen pregnancy, drug abuse, declining skills in math and science, etc. — are very real. But, unfortunately, the most common response to them is the kind of hand-wringing despair that does no one any good.

The enclosed articles are different. They take a close look at the problems — and offer simple, practical and proven ways for parents and educators to help young people improve their chances for a rewarding future life.

The series places special emphasis on issues concerning young women. Though such problems as the feminization of poverty receive much publicity, most teen girls still assume that, for them, working for pay will be a choice, not a requirement. Therefore, they tend to take their education less seriously than young men do, do not receive adequate career training and, not surprisingly, are unprepared to support a family in the very likely event they will be called upon to do so.

The articles were prepared by **Women Helping Girls With Choices**, a national project sponsored locally by *(your organization)*. Here in *(your town)* we plan to *(list your goals)*, and hope to help *(projected number)* young women this year begin planning for satisfying lives.

We feel strongly that this program will serve the entire community, and that the articles will be of interest to all your readers. Would you consider running the series each day for a week, or each week for eight weeks? We would greatly appreciate your help.

May we ask one more favor? Since many people in the community may wish to get involved in the program, please include a note at the end of each article stating that the series is sponsored by *(your organization)*, and that anyone wishing more information can call *(contact person's name and phone number)*.

We will, of course, be happy to cooperate with you in any way we can. Please call me at *(phone)* if I can answer any questions or be of future assistance. Thank you for your consideration.

Sincerely,

FOR IMMEDIATE RELEASE

Contact:

Phone:

FOR THE GIRL GROWING UP TODAY, A PUMPKIN, SIX MICE AND A PAIR OF GLASS SLIPPERS JUST WON'T DO IT!

For the girls growing up today, a pumpkin, six mice and a pair of glass slippers just aren't enough. What may have worked for Cinderella isn't the answer for the more than fourteen million teenage girls in the United States. Today's rapidly changing world has an acute shortage of princes and castles, but an abundant supply of statistics like these:

- 51% of women with children under the age of one year are now working outside the home. In 1976, that figure was 31%.
- Two thirds of all employed women work because of economic necessity. They have no choice.
- One in every 6 families in the U.S. is now maintained by a woman.
- Two million women under the age of 25 are heads of households. One quarter of a million of them are teenagers. Over one million teenagers become pregnant each year.
- Two out of five of today's girls will be heads of households at some point in their lives.
- 90% of all single-parent families are headed by women.
- Families with female heads of household have a poverty rate six times that of male-headed households. The average wage for working women is still only 68% of the average wage earned by men.
- A woman with a college degree can expect to earn about as much as a male high school dropout.

Yet teenage girls still believe that, by the time they are 30, they will be happily married, live in a home of their own with two children, and be supported totally by the income of their husbands. When a mid-west state held a conference for the most academically talented young women at each high school and, on a questionnaire, asked them, "Do you think you will work more than five years in you life?" 93% said "no." In truth, these young women can expect to spend 26 to 45 years in the workforce.

Since they do not seriously expect to work, many young women do not prepare for a career as seriously as their male counterparts do. These women most often end up in unskilled jobs that do not pay much above the minimum wage.

Even many of those who do get training do so with an attitude that this will be "something to fall back on" in the unlikely event that they should need to hold a job. They usually pursue jobs — secretary, nurse, beautician, teacher — in fields overwhelmingly peopled with women. Again, these careers most often do not pay enough to support a family adequately.

"This country is losing its war on poverty because its young women are growing up thinking that they do not need to prepare themselves for a career that can economically support a family," says Mindy Bingham, former executive director of the Girls Club of Santa Barbara and co-author of ***Choices: A Teen Woman's Journal for Self-awareness and Personal Planning***. "We saw the results daily in our work with young girls and with their mothers. We saw the poverty, the frustration, the hopelessness."

What is needed in education today, according to Bingham, in addition to the old "three Rs" — reading, 'riting and 'rithmetic — is a healthy dose of the "fourth R" — REALITY. And that reality is needed while there is still time for young people to explore their options and prepare for their futures. They need to understand the impact that decisions they make as early as the ninth grade will have on the rest of their lives.

Between the ages of 13 and 20, a young woman consciously or unconsciously makes critical decisions about educational paths, career options, lifetime mate and family planning which will affect the entire course of her life. Despite the almost total lack of proper training, education and awareness in these areas, society expects her to make these decisions with a realistic knowledge of their consequences and a sophisticated understanding of the type of future that is in store for her. Without help, it is an almost impossible task.

Bingham believes that teens can be taken through a process that will open their eyes and start them on the road to a brighter future. First, she says, they need to be made aware of some of the attitudes — their own and society's — that get in the way of their future achievements. And they need to be made aware of the economic facts of life — how much they will need to earn to support a lifestyle they would find satisfactory. The next step in Bingham's program involves learning more about themselves — their values, their skills and their interests.

Teens especially need to learn some of the skills that will enrich their lives no matter what they choose to do. These include assertiveness, goal setting and decision making.

Finally, Bingham says, young women need to think carefully about the kind of work they would like to do. Then they must make a plan and follow it through. "It's important to get young women thinking about their futures before they make serious — even irreversible — mistakes," Bingham says. "Those who have a plan for their lives are less likely to get pregnant or drop out of school. They're more likely to take the math and science classes they will need to get into many college programs. And, since they know where they're going, their chances of reaching their goals are infinitely higher."

The curriculum outlined in ***Choices*** has gained the acceptance of teachers, parents and advocates for girls both here and abroad. Over half a million young women have used it since the book was published in 1983. It forms the basis of **Women Helping Girls With Choices**, a national project sponsored locally by *(your organization)* For more information on how you can get involved call *( )*

This is the first in a series of articles published courtesy of the *(your town and organization)*

FOR IMMEDIATE RELEASE

Contact:

Phone:

WHEN IT COMES TO PREVENTING TEEN PREGNANCY, CAREER EDUCATION MAY BE MORE EFFECTIVE THAN SEX EDUCATION.

When 150 of the 692 girls attending San Marcos High School became pregnant during the 1983-84 school year, the California community of 15,000 gained national attention. What factors, disturbed parents and educators wondered, could account for this abnormally high rate of teen pregnancy?

A closer look at the problem proved even more disturbing: San Marcos, it seemed, was not so much different from other American cities. According to current statistics, over one million teens become pregnant each year in the U.S. About 40% of today's teen women, in fact, will be pregnant before they reach the age of 20.

What can be done to turn this trend around? Sex education alone is apparently not enough. The science classes at San Marcos were thoroughly covering the mechanics of sex before the pregnancy problem came to light. So the school board decided to make another class mandatory for all ninth graders. This one dealt with such topics as decision-making and career and life planning. It seemed to work. Pregnancy rates have fallen dramatically.

Choices and ***Challenges***, the books used in the San Marcos classes, were developed by the Girls Club of Santa Barbara, California, and have now been used by more than a half million students. Mindy Bingham, executive director of the Girls Club and a co-author of the books, states that the curriculum is effective because of the realistic way it approaches the topics of career and life planning.

"Young women, especially," she says, "tend not to plan for the future, and that gets them into trouble. They don't see the long-term consequences of having a child at an early age. They think about the cuddly baby and about having someone to love. They don't look at the ways a child can restrict their freedom and diminish opportunities in life."

Bingham's theory is borne out by research showing that young women who *do* have definite career or educational goals are much less likely to become pregnant. Studies by the Urban Institute also show that pregnancy rates tend to go *up as* the level of education falls, and *down* when educational levels and employment rates rise.

The key, then, seems to be increasing the life expectations of young women. Bingham states that this is essential for society as a whole, as well as for the individual young parents. In 1985, for example, $16.6 billion was spent on teenage childbearing in the U.S. By the time the babies born that year are 20 years of age, their teen mothers will have received $6.04 billion dollars in Federal aid.

One of the best ways to increase expectations among teens, Bingham feels, is to teach them the "fourth R — reality." "As parents, " she says, "we do a great job of protecting our kids from some of the harsher facts of life. Of course, we don't like to talk about money. So it's not surprising that our children may know the exact cost of

fifteen different brands of blue jeans, but they have no idea how much we pay for rent, insurance, or even groceries.

The ***Choices/Challenges*** classes feature a lengthy budget exercise that helps students determine how much they would need to earn to live their lives in a way they would find comfortable. "That tends to open up a lot of eyes," Bingham says. "Then, once we have their attention, we can usually convince young women that planning for a career is as important for them as it is for the young men in the class."

Teens learn that, contrary to popular belief, most women today work for pay. And most of them do it because they need the money. A young woman entering adulthood with mistaken notions about her economic future can expect to live out her life under unnecessarily difficult circumstances.

Statistics show that:

- 68.4% of women between the ages of 25 and 55 hold jobs outside the home.
- In June, 1987, 51% of women with children under the age of one year were in the workforce. In June, 1976, that figure was 31%.
- Six million American women are the sole support of families with children under the age of 18.
- One in every five families in the US is now maintained by a woman.
- Two out of five of today's girls will be heads of households at some point in their lives.
- 90% of all single-parent families are headed by women.
- Families with female heads of household have a poverty rate six times that of male-headed families.
- A majority of today's teen women will work outside the home for 26 to 45 years.

The ***Choices/Challenges*** curriculum takes the position that teens aren't dumb: Sometimes they are just inappropriately protected from the truth. Given the information and the opportunity, most will take steps to improve their chances for success in the adult world. And they see quite clearly that teen parenting is a choice to be avoided.

Parents and teachers can help teens avoid pregnancy in a number of ways:

- Supplement sex education with information on decision making and assertive behavior. Tell kids it is okay to say "no" to sex.
- Make sure that high quality courses and vocational training in all fields are as open to girls as they are to boys. Encourage girls to make choices based on their abilities, not on their gender.
- Share financial information with young people so that they have realistic attitudes about the cost of living and the necessity for preparing for a well-paying job.
- Support the career aspirations of both boys and girls. Encourage girls, especially, to study math and science, and to consider professions that have traditionally been held by men.
- Instill in teens the feeling that they have control of their futures and responsibility for their own lives. Emphasize the importance of considering the future implications of any decisions they make.

This article is presented as a service of *(your organization)* **Women Helping Girls With Choices** Program.

FOR IMMEDIATE RELEASE

Contact:

Phone:

FEMALE ATHLETES ON THE TRACK TO FUTURE SUCCESS

On the playing field, student athletes learn to compete, to cooperate, to win, to lose, and to get up and try again. These skills are all invaluable when athletes trade their duffle bags for briefcases and enter the world of work. In fact, a recent survey of Fortune 500 companies showed that 95% of those at the executive vice president level or above participated in high school athletics. Perhaps it is not surprising then that women, whose most visible roles in sports have been those of cheerleaders, have also been kept on the sidelines of corporate life; or that those concerned with changing this pattern in business are among the most avid fans of athletics for girls.

While it's true that athletic opportunities for young women are much better than they were even a few years ago, disparities still exist. Programs for boys are likely to receive substantially more funding in both school and community programs. The best facilities and the newest equipment are often reserved for males. At the college level, athletic scholarship funds are overwhelmingly directed toward young men.

Does it matter? Those who look at sports simply as games meant to keep kids off the streets or provide entertainment for the community may not think so. But the effects of taking part in athletics, or not being allowed to do so, can follow an individual throughout his or her life. Sports help develop such traits as:

Confidence and self-esteem Playing a sport, especially playing it well, is an excellent way to build confidence and self-esteem. The young athlete learns that he or she is capable of developing skills, of making a contribution to the team, and that others value this contribution. In the business world, self-esteem helps a person get a job, and then allows him or her to take initiatives, handle criticism, deal with setbacks, and accept promotions with confidence.

Cooperation Team sports are played according to clearly defined rules. Members learn to abide by these rules, and see how the success of the team depends on each person working to the best of his or her ability. Later on, this skill allows employees to see beyond their own job and work for the benefit of the entire department or company. Employees who can do this are likely to reap individual praise and rewards, as well.

Competitiveness The goal of playing sports is to win. Girls are often socialized to shy away from their competitive instincts, and that is no way to succeed in business.

Leadership The team captain learns to take responsibility and to motivate others to do their best work. In exchange, he or she is looked up to by peers, or even the community as a whole. This adulation can be addictive. These individuals often go on to be leaders in business or government.

Discipline Team players may not always feel like going to practice or giving their all, but they learn to do it anyway if they want to remain on the team. Later on, they are better able to see that life is a lot like sports; if you

want the rewards, you have to be willing to do the work.

Risk Taking Athletes do not succeed by playing it safe. Neither do they take stupid gambles. They learn to evaluate the situation and, when necessary, take the kind of calculated risks that make sports so exciting. Again, this is a skill that transfers well to the world of work.

Learning to fail No one wins all the time. Those who have participated in sports are keenly aware of this fact. And they are less likely to be demoralized or to give up when the inevitable loss happens. They learn from their failures and use that knowledge to improve their performance next time around. They are likely to be more inventive, more creative, than people who fear failure so much that they would rather not try anything new.

Persistence Athletes learn that, with time and hard work, they can develop the skills they need to do well in their chosen field. The old saying, "If at first you don't succeed, try, try again" was probably first uttered by an athlete. Those who never play sports are more likely to go by the motto, "If at first you don't succeed, quit." They don't. And they do.

When girls are denied equal opportunity to participate in sports, they are in effect being denied an equal chance at career success in later life. Without the skills and the character developed through athletics, young women may not perform up to their potential in school. They are likely to go after less challenging, lower-paying jobs. They may even turn away career advancements when they are offered.

This may explain, in part, why women earn less money than men, and why so many female-headed families currently live in poverty. The tragedy is both personal and societal. But it is not irrevocable. Here are some ways to work for change:

- Encourage young women to take part in athletics. Provide as many opportunities for daughters as you do for sons.
- Cheer as loudly for the girls' team as you do for the boys'.
- Encourage girls to realize their own strength by having them perform tasks you might ordinarily assign to their brothers: working in the yard, stacking wood, carrying heavy bags of groceries, moving furniture, etc.
- Make sure that schools offer boys and girls equal opportunities to participate in sports. Facilities and equipment should be comparable, as well.
- Check with the United Way or other community funding sources to see that programs for girls receive funds equal to those provided for programs for boys.

FOR IMMEDIATE RELEASE

Contact:

Phone:

IT DOESN'T TAKE A WHIZ KID TO SEE THAT MATH AND COMPUTER ABILITIES ADD UP TO FUTURE SUCCESS FOR TODAY'S GIRLS

It's a fact that a solid background in mathematics opens up more career opportunities than does knowledge of any other subject. It's also a fact, unfortunately, that women are much less likely than their male counterparts to have that background. Of the 21,000 members of the American Mathematical Society, only 15% are women. Just 17% of the doctorates awarded in the field each year go to women. In computer programming classes, boys outnumber girls nearly two to one.

The girls don't seem too concerned. In general, they don't see the relevance of math in their future lives. However, maybe it's time for them to take a closer look. Today, women can expect to spend about 30 years in the workforce. More than six million women head families with children under the age of 18.

Without competency in math and technology, these women cut themselves off from many of the highest-paying, most rewarding careers. They limit their options at an extremely early age: Unless they have four years of high school math, they are not even eligible to major in two-thirds of all college programs.

The pattern of young women performing worse than young men in math seems to be repeating itself in computer classes. Again, this relegates females to the lower-paying, less demanding jobs. In 1985, the Labor Department reported that women were 66% of the lower-paid computer operators, but just 31% of computer systems analysts, a much higher-paying position.

It's not that girls are any less able than boys to deal with either math or computers. Throughout elementary school, boys and girls perform about equally in math, and the Educational Testing Service of Princeton, New Jersey found little difference in achievement between sexes in a required computer class.

It seems that the real key to the slackening in girls' achievements as they get older may be attributed to attitude: their own, their parents', and their teachers'.

In addition to thinking of math and technology as irrelevant for their lives, young women tend to avoid classes in these fields because:

- They lack the self-confidence boys often have to tackle new information.
- They have less experience in risk-taking, and are less willing than boys to fail or be wrong.
- They observe the over-representation of males in these classes, and feel that they do not belong.
- Friends, parents and teachers subtly, and not so subtly, discourage them from pursuing these courses of study.

Parents and teachers *do* have an influence on young people. Though most would deny any feelings that girls

are less able than boys, or that math and computer technology are less appropriate fields for women, they pass along this message in various ways:

- A mother who shies away from balancing the family checkbook or learning about computers becomes a role model for her daughter, whose behavior is likely to be comparable.
- 25% more boys than girls have access to a home computer.
- Parents are three times more likely to send their sons to computer camp as their daughters.
- Male math and computer instructors do not provide role models for young women in their classes. In addition, they are more likely to interact more directly with the boys than with the girls.
- Software programs dealing with war or violence are less attractive to girls than they are to boys.
- Girls who are encouraged to be non-assertive are less likely than boys to sign up for extra time in the computer center.

Though no overt discrimination may be present, the situation is a serious one for young women and for society. A current shortage of mathematics teachers bodes ill for the country's continued success as a leader in technology. And rapidly increasing interdisciplinary studies have created many intriguing new career possibilities. Mathematicians are needed to work as actuaries in business and insurance; as analysts in investment firms; as architects involved with complex projects; as biostatisticians analyzing such diseases as AIDS; as well as in the more traditional fields of physics, astronomy, chemistry, geology, biology and engineering.

What can be done to encourage young women to take these opportunities seriously? Quite a lot. Parents and teachers should begin to applaud children's successes in working with numbers in pre-school and elementary school. Girls need special support from both peers and adults, since they are more likely than boys to *expect* to do poorly in math. Those expectations can be self-fulfilling, even though there is no real difference between the sexes where math ability is concerned.

Girls may also show less interest in math because they are not convinced that they will spend much of their adult lives in the workplace. A recent report from the Census Bureau, however, shows that in June, 1987, 51% of women with children under the age of one were working outside the home. In June, 1976, that figure was just 31%.

Mindy Bingham, co-author of ***More Choices: A Strategic Guide for Mixing Career and Family*** (Advocacy Press 1987) believes that the best way to convince young women to take math seriously may be to show them how having the right job, one that offers relatively high pay and flexible hours, will give them more options when it comes to raising their families. "This is something they haven't thought of before," Bingham says. "We've seen some incredible changes in the way young women plan for their futures as they come to this realization. It's amazingly effective."

Other suggestions for parents and teachers wishing to encourage the math abilities of children of both sexes include:

- Support all math- related efforts and interests in children of all ages. Comments such as "I know you can do it" are more helpful than ones like "Maybe it's just too hard for you."
- If you have children of both sexes, don't play favorites or expect less from a daughter than you would from a son. Don't base your decision of whether or not to buy a personal computer for a child on his or her gender.
- Mothers should be as involved in choosing and using a computer as fathers.
- Try to see that children of both sexes have equal opportunities for math success in the classroom. Do they get equal time on the computers? Are computers located in a gender-neutral area such as the library, rather than in the science lab where boys are more likely to gather?
- Allow children to see the significance of math abilities in daily life by having them clip coupons, do the shopping, pay bills, balance the checkbook, figure out gas mileage, adjust a recipe to serve more or fewer people, and so on.
- Give older children a raise in allowance, making it clear that they are responsible for budgeting personal expenses like clothing and transportation costs.
- Make sure parents of both sexes are involved with the family's financial matters.
- When a child expresses interest in a particular career, discuss with him or her the ways in which math is involved in that job.
- Emphasize understanding rather than grades in math and computer classes.
- If most math and computer instructors are male, try to have female guest speakers come in to explain their work and how math and technology are required to perform it well.

"Basically," Bingham says, "If you can instill the right attitude in a child, that child will show more interest in math, and will perform better. Better performance leads to increased confidence *and* increased interest. There's a snowball effect. Once you get it rolling, you just need to offer your encouragement and support. The girls can take it from there."

FOR IMMEDIATE RELEASE

Contact:

Phone:

GREAT ASPIRATIONS? GIRLS SEE CONFLICT BETWEEN CAREER AND FAMILY LIFE

For men, mixing career and family is not a problem. The demands of marriage and children do not detract from a male's ability to succeed in even the most demanding professions. In fact, they may be an asset. About 95% of men holding top corporate positions are married.

For women, it hasn't worked out that way. About 50-65% of those in high-powered positions are single or divorced, and most have no children. Young women who see this pattern as unacceptable for their own lives are understandably concerned, and many of them are lowering their career aspirations as a result.

A ten year study of male and female high school valedictorians conducted by the University of Illinois showed that the young women consistently did better academic work than their male counterparts all the way through college. However, by the time they graduated, many had changed their minds about career choices. Usually, they had decided on a less ambitious position. This pattern did not hold true for the young men in the study.

The reason most young women gave for lowering their career expectations is that, in high school, they hadn't considered how their work would affect their prospects for marriage and child rearing. As they went through college, not seeing how they could mix career and motherhood, they decided that their family life would be enhanced if they settled for less demanding, lower paying jobs.

Sandy Stryker, co-author of ***More Choices: A Strategic Guide for Mixing Career and Family*** (Advocacy Press 1987) disagrees. "Women shouldn't be lowering their expectations," she says. "On the contrary, the higher they go on the career ladder, the more options they are likely to have at home. But they *do* need to do more planning, and to start planning at an earlier age."

One of the simplest and most effective ways to accomplish this goal, Stryker believes, is to make a small change in the way most schools approach the topics. "Up until now, " she says, "career and life planning have been approached separately, as though there is no relationship between these two basic spheres of life. The Home Economics Department taught family life planning and the Vocational Education or Social Science Department taught career planning. But the topics are inevitably intertwined. It's important that young people be taught to see how their choice of career will influence their ability to be the parents they hope to become."

It's a fact of life that most women now work outside the home (2/3 of all married women between the ages of 20 and 34 in 1987), and that the chances of becoming the sole support for a family are greater than they ever have been for women (six million American families with children under age 18 now fit this category). Young women who are scaling back their career plans are not doing their future families a favor.

"To let our daughters meet their futures unprepared is the height of irresponsibility," Stryker declares. "While the expectation of marriage and family reinforces a man's resolve to prepare for and seek work, it undercuts a woman's motivation. Many young women have been reluctant to pursue what we often think of as 'careers' — that is, jobs for which they must spend years preparing, jobs that require some commitment of time and talent. They may now believe that the paths are open to them, that they have a choice to make, but they still seem to believe that making this kind of commitment means settling for less in relationships, and in their potential to raise a family. So, instead of becoming CPAs, they become clerical workers; instead of going to medical school, they go into nursing. By settling for a job that requires less preparation and less dedication, they feel they are increasing options or making more time for a family."

The strategy may work: If the marriage lasts, if the man's income is high enough, if he keeps his job and stays healthy. But this is not the case for most families today. One mother who has worked most of her married life states, "If I'd known 20 years ago what I know now, I'd still think raising a family was my most important goal — but I'd go about planning for it much differently. I used to think having a 'career' that took time and commitment as opposed to a 'job' that required no particular skill would make me less than a good parent. However, working for minimum wage means working more hours, hours that I could spend at home with my kids if we didn't need the income."

Today, a woman has a 50/50 chance of being the sole support of her family at some time. If this happens, is she better off being a nurse or a doctor? A paralegal or a partner in a law firm?

To Stryker, the answer is clear: If a woman needs to work, whether or not her marriage is intact, there are certain fields that provide more options to care for her family. Generally, these are fields that require serious planning and post-high school education. "What a working parent needs most is time and flexibility," she says. "What are you going to do if your child is sick, or if you want to attend a school play or a Little League game? If your work situation is such that you can set your own hours, there's no problem. How many secretaries can do this? How many shop clerks?"

Many women today must work long days or two jobs just to make ends meet. Salary studies show that the average construction painter earns $16 per hour while the average switchboard operator earns only $5 per hour. Accordingly, a young woman choosing a career in construction painting would only need to work 30% as long to earn as much as the switchboard operator. The other 70% of her 'work time' could be devoted to family obligations.

By the year 2000, the numbers of women and men in the workforce will be nearly equal. The kinds of jobs they will hold and the salaries they will earn remain to be seen. Parents can help their daughters reach their potential for success both on the job and at home in a number of ways:

- by working to make a class combining career and life planning required for all high school students
- by pointing out role models in the community and the media

- by encouraging girls to pursue their career ambitions as actively as boys
- by reminding girls that doing well in school will, in the long run, make them better mothers
- by encouraging them to take the math and science classes that will keep most options open for future careers
- by lobbying for family-oriented benefits such as parental leave, flex time, and child care at work.

Juggling career and family life is undoubtedly more difficult for a woman than a man, but that doesn't mean she has to settle for less. With the right preparation, a woman can succeed both at home and on the job.

FOR IMMEDIATE RELEASE

Contact:

Phone:

SUBTLE BRAIN-WASHING IN THE NURSERY

Throughout history, both good and evil have been enhanced through the use of verbal rituals — words repeated aloud over and over. They burrow into the psyche to build perception, illumine images and influence reactions. We are familiar with their use in religion, as cheers at football games, in the pledge to our flag, and in the angry chants by mobs of frenzied followers of messianic leaders. But do we ever stop to think that the most pervasive verbal rituals may be the Mother Goose rhymes we repeat so lovingly with our children in the nursery?

Some pediatric psychologists claim that verbal rituals are the strongest molders of perception and personality in small children. Soon after birth, children are bombarded with all kinds of signals . . . new sights, sounds, tastes, smells and sensations of touch; the beginnings of verbal and non-verbal language systems, messages about attitudes, roles and relationships. Not long thereafter, they begin to learn the verbal rituals of their culture — those oft-repeated slogan, songs, chants and rhymes which seem to leave indelible imprints upon their new and fragile psyches. For most children Mother Goose nursery rhymes are their first verbal rituals.

The most powerful verbal rituals are those repeated by "valued others" . . . parents, grandparents, teachers, older siblings and friends. So it is very important that those verbal rituals are affirming, positive statements which impart the messages we want to impart — messages of love, caring equality and responsibility.

Mother Goose provides a link or conduit between young children and the world they are only beginning to perceive. What messages do these innocent sounding and melodic verses project? Popular Mother Goose rhymes like "Peter, Peter Pumpkin Eater" and the "Old Women in the Shoe" tell of wives imprisoned in pumpkins by domineering husbands and starved children beaten at bedtime. In Mother Goose, little girls can be flower tenders, frightened curd eaters and seamstresses, but never winners, rulers, or even candlestick jumpers. Male or female, the expectations for children are generally low. Jack and Jill together cannot fetch a pail of water. Lazy Simple Simon perfers to mooch his pie, and Little Boy Blue sleeps under the haystack while his sheep run loose. Have you ever wondered why you are afraid of spiders?

Although we tend to think of Mother Goose rhymes as fantasy, historians tell us they are actually made of snatches of folk songs and remnants of custom and ritual. *The Oxford University Dictionary of Nursery Rhymes* states that for several centuries before printed books became more commonly available, nursery rhymes were in a constant state of change because they were passed on as oral history. Some of the rhymes were composed to commemorate an historical event or comment, often satirically, on the politics and religion of the day. Most were composed for adults, not children, in the days when children were more often exploited than nurtured. Only the rhyming alphabets, lullabies and infant games like Pat-a-Cake were truly composed for children. But not until

they were printed, in the early 1800s, did they become static and nonchanging.

Most of our nursery rhymes and fairy tales, researchers note, were derived from Anglo-Saxon heritage. The illustrations in our children's books depict rosy-cheeked, cherubic children with blond curly hair, and leaders, teachers, bakers and even candlestick jumpers who are invariably white males. Occasionally a black, brown, yellow or red face will appear, but generally in a secondary role. By sins of commission as well as omission, therefore, our children's first literature tends to be predominantly racist and sexist.

According to Dr. Larche, educator and author of the highly acclaimed children's book, ***Father Gander Nursery Rhymes . . . The Equal Rhymes Amendment***, "Most of our traditional children's literature limits and stereotypes both little boys and little girls. Boys do not tend gardens, sing songs, cry or nurture children. They must rush off on adventures and are told that they must be strong, in control, ride steeds, become leaders and exercise power. Little girls, on the other hand, are shown not particularly intelligent, and are expected to be taken advantage of, stay home, be pretty and await a Prince Charming to rescue them."

Larche, who is a father of two and Professor and Chair of the Speech and Theater Department of Grandview College in Iowa, maintains that "the use of popular nursery rhymes as verbal rituals desensitizes people and reinforces mono-cultural images, sexism and brutality. Once these images are established they are hard to dislodge, and their use also reawakens many unfortunate feelings in parents, teachers and older siblings."

What is the result of all this subtle brain-washing? According to research findings reported by Dr. Heather Johnston Nicholson, Director of the Girls Clubs of America National Resource Center, in her book *Fact and Reflections on Careers for Today's Girls*, by the age of three or four, children's perceptions and aspirations for adult occupations are sex-stereotyped. Both boys and girls see women's roles as limited to "female" occupations such as nurse, teacher, and, of course, mother. There is little overlapping between the jobs viewed as suitable for men and women. The research also shows that although increasing numbers of women are entering and staying in the job market for economic survival, most are headed for low-paying "women's" jobs. Compounding this problem is the fact that most also have unrealistic notions about their ability to balance future career and family responsibilities.

Says Mindy Bingham, author of the best-selling children's book *Minou*, "All this, plus the preponderance of single-parent households which are now headed by women, underlies the economic and social disaster which we identify today as the 'feminization of poverty'. It's frightening to think that the seeds of these attitudes are first planted in the nursery."

To interrupt this unfortunate cycle, Dr. Larche believes we must provide *new* verbal rituals for our children which are in tune with the higher aspirations of our times. That is why he authored ***Father Gander Nursey Rhymes***, a rewrite of the Mother Goose Rhymes, that are nonviolent, nonracist and nonsexist. These new rituals project our dreams regarding equality of the sexes, and our relationships with people of other races, religions and various degrees of disability. "The more relevant these new replacemnt rituals are," he says, "the more interesting and fun they become because small children will identify them with what they see on TV, overhear their parents discussing,

and the things older children bring home from school."

Would Larche change Mother Goose? Yes, he would and did. But is Mother Goose then obsolete? Larche most emphatically does not think so. He thinks she is a valuable tradition and one that should not be thrown away. "Mother Goose rhymes," he says, "are a history of western civilization, a history of what was relevant at particular times. They are valuable in terms of learning, melody, music, poetry and rhymes. I don't think Mother Goose is obsolete," he concluded," but she belongs in the library and not in the nursery.

FOR IMMEDIATE RELEASE

Contact:

Phone:

DON'T TEACH YOUR DAUGHTERS TO PLAY "FOLLOW THE LEADER"; TODAY THEY MUST LEARN HOW TO BE ONE

Most people look to our state legislatures and corporate board rooms for tomorrow's leaders. But, in the opinion of Mindy Bingham, Executive Director of the Girls Club of Santa Barbara for 15 years, they should be checking out grade schools and playgrounds instead. "It's time to stop teaching our daughters to play *Follow the Leader*," she says. "What they need to know now is how to *become* one!"

Bingham, who is particularly interested in the subject of *women* and leadership, notes that the desire and the capacity to lead is instilled at an early age. Girls, especially, tend to forfeit those rights and abilities, she says. Not particularly interested in exercising dominance and control, girls are more inclined to want to be of service to others. They don't see how taking charge of a company or a country can be a very effective way to achieve that goal.

Women are still a small minority of leaders in government and business:

- Only 14.7% of our legislators are women;
- Only 1.7% of the corporate officers of Fortune 500 companies are women; and
- Only 4% of the top management in society's major institutions are women.

Perhaps that is not surprising. Studies show that leaders generally grow up with a strong sense of responsibility and self-esteem. But girls still tend to think that they are less capable than boys, and that their role in life is to be a supporter rather than a leader. Young women consistently reveal a negative view of the whole concept of power. They are less willing to take risks than boys. They are afraid to fail... therefore, they don't try.

To illustrate that point, Bingham uses the example of her own teen-age daughter who worked very hard to be elected president of her class. But she lost. When Bingham suggested she try again next year, her daughter said she wouldn't run again: "Mom, you know that only boys get elected," she said.

Bingham says that getting more women into leadership positions is important for society as well as for the individual. A recent study by the Center for Creative Leadership concludes that, when they do reach positions of power, women are more likely to employ creative solutions to problems while men are apt to follow the traditional patterns. "Clearly," Bingham says, "many of these patterns are not working. We need new answers if we are going to deal successfully with critical issues such as world peace, poverty, the economy, and the environment."

Young women also need to dream of leadership roles in business. Today, millions of women are the sole support for themselves and their families, yet the kinds of jobs most women end up in are not likely to pay enough for a family to live comfortably. It is the managers who get paid well, not the clerks; the accountants, not the

bookkeepers. Still most women see themselves as the secretary, not the boss. Women don't think of themselves as the ones in charge. Partly as a result of this kind of thinking, families with female heads of households have a poverty rate six times that of male-headed families, and a woman with a college degree can expect to earn about as much as a male high school dropout.

How can parents encourage their daughters to aim for leadership positions? Bingham states that changing young girls' *attitudes* toward power is the key. "It is essential," she says, "that they learn to see power as a way to make the rules that will help more people in more ways." Parents can help children of both sexes become leaders in the most positive sense of that word if they:

- Encourage daughters to want, and then seek, leadership responsibilities. Encourage sons to accept and pursue leadership styles based on cooperation, negotiation and "win/win" solutions.
- Discuss the positive uses of power with children. Identify leaders within the community who are finding *innovative* solutions to long-time problems.
- Encourage calculated risk taking and independent thinking. Reward creativity and innovation. Teach children to accept and learn from criticism; if they fail, to pick themselves up and try again.
- Support children's participation when a leadership opportunity presents itself at school, at church, or in the community.
- Discuss current world events with children. Ask what they would do if they were in charge. Try to think of solutions where everyone wins.
- Review school curriculum to make sure that powerful women in history are studied along with the men.

"While I don't believe that anyone is a born leader," Bingham concludes, "I believe strongly that we are all born with the potential to take charge of our own lives, and to make our mark on the world. And that is something to give us all hope."

FOR IMMEDIATE RELEASE

Contact:

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ASPIRATIONS RISE WHEN GIRLS LEARN THE COST OF LIVING

In many families, financial matters are not discussed with children. Parents feel that young people should not be burdened with these dreary, often frustrating, facts of life. They will have to start worrying about insurance rates and mortgage payments soon enough.

In some ways, this is true. Children should not be made to feel that the monetary success or failure of the family is their responsibility. Nor should parents impose guilt on their offspring every time they need to have a new pair of shoes, get their teeth straightened, or otherwise take part in the activity known as 'growing up.'

However, frank discussions about money can be a way to help young people realistically plan for their futures. A teen who's never paid an insurance premium or written a check for the rent may expect to live well on the earnings from a job paying minimum wage. Someone better versed in the cost of living is less likely to be so naive and more likely to start planning for a higher-paying career.

For girls, in particular, this is an important exercise. Over 50% of today's teenage girls will, at some time, support a family on their own. Yet surveys show that most girls do not plan for this reality. This failure has contributed to the rising number of women and children living in poverty in this country.

A good way to start teaching young people about finances is to let them in on the family situation. What is the mortgage payment? How much goes for utilities each month? Groceries? What about taxes and insurance? The numbers are sure to get a child's attention.

Then take things a step further by going through a budget exercise: Have children determine their own future ideal budget. This works well with anyone over the age of 11. First ask them to think about the kind of life they would like to have at age 28. Will they be married? Have children? How many and how old? Where will they live? Will they rent or buy their home? What kind of car will they drive? And so on.

Now they need to determine how much money they will need to make to support the lifestyle of their dreams. Budgeters should assume that they will be the sole support of their families. If they expect to have children, those expenses must be included in the budget. You can help by providing the figures from your family for such things as utilities, groceries, and so on. Classified ads from the newspaper are a good source for the cost of housing, cars, etc.

Have your young financial planner determine the likely cost of each of the following items. On a separate piece of paper, have him or her keep an itemized list of all expenses.

Housing Will your child want to rent or buy? Renters may find an ad for a suitable apartment (size, location, facilities, pets allowed, etc.) in the classifieds and enter the amount listed.

Home buyers can also use the ads to find their dream home. But they must take things a bit further. Usually a down payment of about 20% of the selling price must be made. The other 80% will become the mortgage amount. Let's say the mortgage comes to $40,000. A 30 year mortgage on $40,000 would come to payments of $111.11 per month on the principal amount. Then there's interest. At an interest rate of 10%, the mortgagee would need to pay $8.78 in interest each month for each $1,000 of the mortgage, or $351.20. The total payment for a $40,000 mortgage at 10% interest, therefore, would be $462.31. Taxes and insurance are extra.

Other Housing Expenses Use your own family figures to determine what amount must be budgeted for gas, electricity, water, garbage, sewer, telephone, and cable TV.

Transportation Most young people assume that they will have a car. Some just want basic transportation, but others have higher expectations. The classified ads are a good source for prices, either way. To determine the monthly payment, the budgeter must decide how much of the cost will need to be financed. Divide that figure by 48 (assuming 48 month financing) to determine monthly payment on the principal. For example, a $9,000 loan would require payments of $187.50 per month. Again, there is interest. Interest at 12% would bring the monthly total to $237.

Don't forget to include funds for gas, maintenance, license and insurance.

Clothing Budgeters should assume they already have a basic wardrobe. How much would they need to, or like to, spend on new clothing each year?

Children's Clothing Those who said they would like to have children at age 28 must include the cost of clothes for their youngsters. Remember that growing children cannot usually use many items from last year's wardrobe.

Food Multiply the weekly food budget by four to get a monthly budget.

Entertainment This figure should cover expenditures for movies, concerts, eating out, health club memberships, hobbies, children's entertainment, vacations and so on.

Furnishings Budgeters may assume that they have basic needs for furnishings covered. Money allotted here is for repairs and replacements, or for extras.

Health Care Basic health insurance may come from an employer. But there will probably be a monthly premium. This figure should also include the cost of dental bills, glasses, braces and so on.

Child Care Those having young children will need to find child care during working hours, as well as babysitters for evenings out. Budgeters may call a near-by daycare center about costs.

Savings are needed for special purchases, holidays, emergencies, or long-term expenditures like sending the kids to college or retiring. Budgeters should decide on a reasonable amount to set aside each month.

Miscellaneous Toys, gifts, pets, toiletries, hair cuts, and other expenses fall into this category.

At this point, budgeters should add up their list of monthly expenditures. However, they are not done yet. As anyone who's ever received a paycheck knows, there is a surprising difference between gross and net pay. Budgeters should add 20% to their monthly budget to determine the gross salary they will need to earn to support their desired lifestyle. Multiply that number by 12 to get an annual earnings figure.

By the time most young people reach this point, they are understandably amazed. Take advantage of this state of mind by pursuing the exercise one step further: Ask them to look up the average annual salaries for any job they think they might want to hold. Can they earn enough at this job to support themselves and their children? If not, they will probably want to reconsider their future plans.

"It's at this point that we see a lot of future nurses become future doctors," says Mindy Bingham, who developed the preceding exercise for ***Choices: A Teen Woman's Journal for Self-awareness and Personal Planning***. "Most kids don't know much about the cost of living. And they know even less about the earning potential of different kinds of jobs. Of course, people don't pick a profession solely on the basis of what it pays. But, by and large, they are happier if they can live comfortably on their own income."

For a copy of ***Choices*** with this 30 page exercise contact (name and phone) of our local (organization name). Sales of the book help support the **Women Helping Girls With Choices** Project.

A girl should not expect special privileges because of her sex...she must learn to compete...not as a woman but as a human being.

Betty Friedan

MEDIA INVENTORY

With input and expertise from your membership, complete the following media inventory. If someone in your organization knows the contact person, ask that person to go with you or sign the cover letter.

NEWSPAPER:

NEWSPAPER TITLE_____

ADDRESS_____ PHONE_____

DAILY____ WEEKLY_____ BI WEEKLY_____OTHER_____

CIRCULATION_____ EDITORIAL INTERESTS_____

CONTACT PERSON_____KNOWN BY_____

TITLE_____

EDITOR TO APPROACH_____

TITLE_____

NEWSPAPER:

NEWSPAPER TITLE_____

ADDRESS_____ PHONE_____

WEEKLY_____ MONTHLY_____BI MONTHLY_____ OTHER_____

CIRCULATION_____ EDITORIAL INTERESTS_____

CONTACT PERSON_____KNOWN BY_____

TITLE_____

COMMUNITY MAGAZINES AND NEWSLETTERS:

PUBLICATION TITLE_____

ADDRESS_____ PHONE_____

DAILY____ WEEKLY_____ BI WEEKLY_____OTHER_____

CIRCULATION_____ EDITORIAL INTERESTS_____

CONTACT PERSON_____KNOWN BY_____

TITLE_____

EDITOR TO APPROACH_____

TELEVISION

STATION_____

ADDRESS_____ PHONE_____

SHOW TITLE_____ SHOW FREQUENCY DAILY_____ WEEKLY_____ BI WEEKLY_____

AUDIENCE SIZE_____ EDITORIAL INTERESTS_____

CONTACT PERSON_____KNOWN BY_____

TITLE_____

PRODUCER TO APPROACH_____

TITLE_____

RADIO:

STATION_____

ADDRESS_____ PHONE_____

SHOW TITLE_____ SHOW FREQUENCY DAILY_____ WEEKLY_____ BI WEEKLY_____

AUDIENCE SIZE_____ EDITORIAL INTERESTS_____

CONTACT PERSON_____KNOWN BY_____

TITLE_____

PRODUCER TO APPROACH_____

TITLE_____

RADIO:

STATION_____

ADDRESS_____ PHONE_____

SHOW TITLE_____ SHOW FREQUENCY DAILY_____ WEEKLY_____ BI WEEKLY_____

AUDIENCE SIZE_____ EDITORIAL INTERESTS_____

CONTACT PERSON_____KNOWN BY_____

TITLE_____

PRODUCER TO APPROACH_____

TITLE_____

The American Association of University Women's new issue "Choices for Tomorrow's Women" was introduced at their 1989 convention. Through the new issue and the AAUW Education Foundation's *Eleanor Roosevelt Fund for Women and Girls*, AAUW will work to expand awareness of factors that limit options, remove barriers to equal opportunities, and empower women and girls to make informed choices.

Sample Projects

Training is everything. The peach was once a bitter almond; cauliflower is nothing but cabbage with a college education.

Mark Twain

PROJECT WORK PLANS

The following work plans were developed as tools to help you decide what kind of project you want to do. You will find detailed plans for five possible projects:

STARTING A CHOICES/CHALLENGES PROGRAM IN YOUR SCHOOLS

DEVELOPING A MOTHER-DAUGHTER CHOICES PROJECT

HOLDING A CAREER PLANNING SYMPOSIUM FOR MIXING CAREER AND FAMILY for high school girls

HOLDING A MATH-SCIENCE FAIR for middle school girls.

BEGINNING A S.M.A.R.T. PROJECT (Science, Math And Relevant Technology)

Please review these plans closely and see if any are of interest to your group, but do not feel limited by this handbook. If you have another idea that is especially suitable for your community, go for it.

The word **CHOICES** in the title **WOMEN HELPING GIRLS WITH CHOICES** should be read in the generic sense. Do not feel that you must use the **CHOICES** curriculum although it is, of course, available. If other resources seem more appropriate for your project do not hesitate to use them.

Good luck with your "choices". We stand ready to help you in any way that we can.

STARTING A CHOICES/CHALLENGES PROGRAM IN YOUR SCHOOL

PROJECT DESCRIPTION

Advocates of this project will work to incorporate gender equity and pre-career awareness curriculum within local junior and senior high schools.

THE NEED

It all started the day a young single mother came to the Girls Club in tears because she couldn't afford to pay her rent and feed her two children properly. "Why didn't someone tell me what it would be like when I grew up?" she cried. Her question made real what we already knew, at least in an abstract sense: that millions of mothers and children in this country are living in or near poverty. A major cause of this huge problem is that young women who are still in school and have yet to make major life-altering choices are not convinced by a traditional education that they need to prepare for a career to adequately support themselves and their children. They still believe that someone else will take care of them.

We strongly believe that, in order to overcome the Cinderella fantasies that still plague young women, it is important to begin a career awareness program early, while teens are just beginning to make the decisions that will have an impact on their futures. Before young women can be expected to make wise career decisions, they must be convinced that they *need to know* how to support themselves. This is a major difference between career education for young women and men. The boys generally have already accepted the fact that their adult years will be spent within the workforce.

We developed ***Challenges*** when it became apparent that young men also need to be aware of much of the material in the curriculum. Boys need to be made aware of the rapidly changing society they will soon enter. ***Challenges*** was published as a parallel to ***Choices***, and 75% of the ***Challenges*** material was taken directly from ***Choices***. The two companion books may be utilized simultaneously in a co-educational class.

Schools need to look at the issues facing young people today, and incorporate discussion of these issues into their curriculum. Your organization can help by being a catalyst for this important change.

METHODOLOGY

1. Investigate the school to find the best way and best person to approach with the idea. *Dr. Linda Clark, makes these recommendations:*

> First of all, DO YOUR HOMEWORK. Be certain that your project plans are well developed and be prepared to cite the specifics of your project. Benefits of the program, resources to be tapped, places similar undertakings have been successful, etc. are all elements to consider and to cite.
>
> If possible, have funding in place before you approach the school/district. For example, if your project involves supplying ***Choices*** (or other) texts, having the resources in place for their purchase, and communicating this to the decision makers will be a big step in selling your project.
>
> Make connections with the teacher(s), counselor, etc. who will agree to spearhead the project. Having the support of someone who will actually help in the implementation is very helpful.
>
> WORK THROUGH THE BUILDING PRINCIPAL! Having the support of building administrators is a must even in district-wide projects. These individuals are viewed as the instructional leaders of their buildings and are also keys to innovation. Please note that if you have ready access to the superintendent, key central office personnel or board members, they are also important — especially in district-wide projects; however, nothing much will happen in individual buildings without the ACTIVE support of the building administration.
>
> Other support people/groups whom you may wish to include are: PTA/PTO/Booster groups; community organizations; businesses; key community people. These folks can not only be helpful in funding, but they can also provide important links for district acceptance of your project. Brainstorm lists of these individuals and their potential involvement as you are planning.

2. Use the school's advice and direction to determine how your organization can facilitate this project. Some possibilities include:

   a. Provide a variety of speakers to address the class.

   b. Provide funds for textbooks.

   c. Fund the teacher's salary by foundation grants or state school special monies.

   d. Provide training opportunities by raising funds for the classroom teacher to attend 2-day workshop in Santa Barbara.

   e. Plan an assembly or school fair around the issues of *Choices*.

3. Once you know what the school needs and would like, design a plan to provide necessary services and support.

See pages 242-243 in the ***Instructor's Guide for Choices, Challenges, Changes and More Choices*** for additional ideas and information. Methods used by other organizations are also included.

SAMPLE PROJECT OUTLINE

Here is one idea:

GOALS

To introduce and coordinate a ***Choices/Challenges*** Project at ABC High School for the second semester, two periods serving 60 students from Feb. 1991 through June 1991.

To establish contacts within the district by June 1990.

To obtain school/district approval for the project by September 1990.

To complete the necessary fundraising by December 1990.

To order and purchase textbooks no later than six weeks before the first day of class.

To send a teacher to Santa Barbara for training in November 1990.

To meet monthly with the teacher to identify resources needed for the class. At the end of the school year, to provide the teacher with a list of resources/mentors useful for future classes.

To assist the school and teacher in evaluating the effectiveness of the course by the end of June 1991.

If the program is judged a success, arrange for a district or county-wide teachers' training in Fall 1991. This will expand the program to include other schools. The district may wish for a certified ***Choices/Challenges*** trainer to conduct the sessions. See page 173 for more information.

"Classes were taught in Fremont Bergan High School and the Choices coursework (classes were attended by both boys and girls) was so well received it is being made a requirement for graduation."

Charli Smith
Nebraska State ***Women Helping Girls With Choices*** *Coordinator*

COMMITTEE JOB DESCRIPTIONS

CHAIR

1. With committee and school affiliated members from your organization, decide whom to approach within the school system and how to do so. You may decide to approach more than one school.

2. With the VICE CHAIR, use your plan to obtain approval from the school administration and win the enthusiasm of the classroom teacher.

3. Once the project has been approved and you know the scope of assistance required, develop a budget for the project with the committee.

4. Supervise the operation of the project and write necessary reports to the STATE COORDINATOR.

5. With the VICE CHAIR, deliver a final report to the school board or appropriate governing body. Encourage a district-wide training on the curriculum in Fall 1990.

6. Communicate with your membership on the progress of the project.

VICE CHAIR

1. Assist CHAIR with project duties as requested.

2. With the CHAIR, carry out the plan to obtain approval from schools.

3. Write a news release about the project. (Get permission from the school for this. Each district has different policies.)

4. With the CHAIR, deliver a final report to the school board and encourage a district-wide training on the curriculum.

EDUCATIONAL RESOURCE COORDINATOR

1. Arrange necessary training for the classroom teacher.

2. Meet with the teacher monthly to help locate resources and meet other needs.

3. Arrange for classroom speakers and community mentors for individual students.

4. With the classroom teacher, set up and carry out a project evaluation. Write a final report and submit to the school administration and CHAIR.

5. With the classroom teacher, design district-wide training for Fall 1991.

6. Order required books at least six weeks before classes start.

7. Recruit speakers and mentors from your membership.

FUNDRAISING/FINANCIAL CHAIR

1. Design a program to raise necessary funds.

2. Approach appropriate corporations, foundations, state school funding agencies, etc. for funds.

3. Consider entering a partnership with a local men's service organization that can provide funding.

4. Order books for Christmas sales (fundraiser) by August 1 to assure delivery by mid-September.

5. Submit monthly financial reports at the committee meetings.

6. Present the fundraising plan to the complete membership for approval and support. Recruit members to be involved in the fundraising efforts.

In Coeur d' Alene, Idaho, a BPW member went into the school to teach the Choices/Challenges curriculum.

In Tucson, a Let's Talk Community Action Project reviewed and evaluated Family Life Education curricula for grades K-12 and provided recommendations to the board of the Tucson Unified School District. Due to the efforts of BPW the Choices/Challenges curriculum was recommended. This model project is meant to assist the formation of a partnership among community, parents, schools and the Let's Talk project in order to determine community values regarding family life education.

TIME LINE

Early Summer

CHAIR and VICE CHAIR — Begin meeting with appropriate school officials to present the project.

FINANCIAL RESOURCE COORDINATOR — If you think your fundraising strategies will include selling books at Christmas, place your order by August to receive books on time.

CHAIR and VICE CHAIR — Complete meetings and obtain final approval for the project from the board or other governing body.

September

CHAIR — Decide scope of project if necessary. Once approved, structure financial requirements with committee.

FINANCIAL RESOURCE COORDINATOR — Think of fundraising strategies and write a plan for presentation to general membership.

EDUCATIONAL RESOURCE COORDINATOR — Begin meeting with teacher and identifying needs. Arrange for training in November.

October.

CHAIR — Write a report to general membership and recruit members to help with fundraising and be speakers/mentors.

FINANCIAL RESOURCE COORDINATOR — Arrange to have membership begin selling books. Begin approaching businesses, foundations, and men's community service organizations for funds.

November

EDUCATIONAL RESOURCE COORDINATOR — Order textbooks for the class in late November.

December

FINANCIAL RESOURCE COORDINATOR — Complete fundraising.

January

EDUCATIONAL RESOURCE COORDINATOR — Set up a way to evaluate the project. You may want to pre-test students on the first day of class, for example. Contact your state coordinator for other ideas.

February

EDUCATIONAL RESOURCE COORDINATOR — Classes start second semester. Hold monthly meetings with teacher and assist as necessary.

April

VICE CHAIR — Ask the local newspaper to write a feature article about the class. Remember to get permission from the district first.

May

EDUCATIONAL RESOURCE COORDINATOR — Complete the evaluation of the project.

CHAIR and VICE CHAIR — Although the school year is not over yet, write a report on the class for the school board. Try to get approval for a district or county-wide training in Fall of 1991.

June

EDUCATIONAL RESOURCE COORDINATOR — If district-wide training is approved, being planning for it with the rest of the committee.

Special Note: If you meet any resistance from the school district, perhaps a list of schools successfully conducting the ***Choices/Challenges/More Choices*** curricula would make a difference. Call Penny Paine, Educational Services Coordinator at Advocacy Press, (805) 962-2728, and she can send you articles and a list of successful programs.

USING COMMUNITY RESOURCES TO GET SEX EQUITY MATERIALS INTO YOUR SCHOOL

Sample Presentation

Note: Betty Shepperd delivered this speech at a national convention in Minneapolis in 1988. We include it here in the hopes you will find some of the information helpful.

The Editors

It was mid-April 1983 — just over five years ago — when Advocacy Press published its first book, ***Choices: A Teen Woman's Journal for Self-awareness and Personal Planning.*** The companion book for boys, ***Challenges,*** came out a year later. Today, these books are utilized in approximately 3,000 schools in 40 different states. About a half million students have used the materials. While there's still a lot of work to be done, we think we have made a good start.

However, first I should tell you something about ***Choices*** and ***Challenges.*** Five years ago the ideas they espoused were quite controversial, including "subversive" suggestions that girls should be able to support themselves financially, and that motherhood at age fifteen or sixteen may not be the best choice for a young woman to make. Well, obviously, we might be immediately branded as dangerous radicals for these and other concepts, so we deliberately designed the books to be totally non-threatening. ***Choices*** has more flowery details than Gidget's prom dress, and that has helped us get by a lot of principals and school board members who may have balked at a more blatantly feminist volume.

Today, interestingly enough, the books are sometimes accused of being sexist — not by feminist groups but by students: Why aren't there more illustrations of girls playing baseball or performing other active, traditionally male types of tasks? Perhaps we are making some headway, for it may be possible to get by with such illustrations today, but we still find that we're accepted by more people in more places if we take a softer, more traditional approach.

In addition to the illustrations, we had timing on our side, and so do you. Every state now has a sex equity coordinator funded by the Carl Perkins Vocational Education Act. These people are working very hard to make changes in traditional curriculum, but suitable materials are still hard to find. Our books have been very well received, so if you have a program to offer, your coordinator will probably be happy to look at it. If you don't have your own program, I can recommend one for you.

SPONSOR, FUNDING, PRESENTATION

Once you have a program in mind, you need to identify one or more local organizations to sponsor or support it. Much of the credit for our success must go to the various community organizations that we have worked with along the way. The commitment of these groups, along with the talents and enthusiasm of their members, is not to be overlooked. Many of our methods for tapping into this rich vein of support could work for you in your own community, with your own project.

You can usually get a list of social service groups from your Chamber of Commerce. We've had excellent results working with the National Federation of Business and Professional Women and the American Association of University Women, but any group that supports youth activities could be a candidate. Consider the Rotary, Soroptimists, Kiwanis, Lions, Girls Clubs and Boys Clubs, Scouts, The YWCAs, Junior League, 4-H, church groups and others.

Look for an organization that has clout — one that the community supports. Look for a group that has shown special skills or enthusiasm for working with young people. It's important to find an organization that is strongly motivated to really work for the project. Lukewarm support won't take you very far. Does the group follow through on projects or do they let things slide? Does this group take decisive action, or do they debate an issue to death?

Who are the members of this group? Are any members also community leaders? Are school board members or school administrators also members of this group? Are parents of your potential students also members of the organization? If you know a member of the group and can get him or her to lobby for you, so much the better.

You will probably be asked to present your plan, which will give you an opportunity to really sell it. You must gain that support, so make your presentation as effective as possible. The group will want to know **why** this project is important. Show how it will benefit **their** children, **their** community. Many a man has become passionately pro-feminist when it is his daughter whose future is at stake.

Concentrate on the positive and constructive; do not be abrasive, threatening, or list all the things they've done wrong. Be prepared. Have your detailed, well-constructed plan ready for presentation. Bring visual aids such as books, charts, and slides. Tell your audience exactly what you need from the group, what it will cost, how much time it will take, when you wish to get started, how long they will need to keep a high level of support, etc. Get excited about the project; it's contagious. If you can inspire even a few members to enthusiasm, you'll be in great shape.

Finally, when you are given the support you need, show your appreciation — send a thank you note. If the organization provides financial support, keep them posted on your progress — don't let them forget about you or think that you have forgotten them. Once you have an established, well-respected organization behind you, you're on your way.

FUNDING

In addition to having your presentation of the program well planned, you need to have funding — or some ideas of where to get funding. How much will your supporting organization help? Will it hold a fundraiser? Do not assume that a school system will cover the costs of the program. It may, but often the Board will want someone else to fund a pilot project for the first year. Then, if evaluation shows promise, the school may assume future costs.

Basically, you are looking for money to get a program up and running. Perhaps the PTA will assist with a fundraiser or some other kind of support. Will local foundations and clubs accept applications for funds from public schools? If not, possibly a local non-profit organization working with youth could apply for funds on your behalf. This would lend further credibility

to the project, and the organization may even wish to participate or oversee the project's effectiveness. The local library should have information to help you determine which foundations would be most willing to help.

THE APPROACH

The next step is approaching the school. Again, it's important to find an ally. This might be the principal, a particular teacher, board member, PTA official or parent. Write to the school to request a meeting. Make sure that those who support your proposal will be present. Anticipate questions and be prepared to answer them (Typically these will be about funding and the instructor.).

Will your material fit into a class that's already being offered? If so, is the teacher of that class willing and able to present it? This would be ideal, but may not be a practical angle. If an instructor is available, you could fund training at one of the many Advocacy Press workshops in Santa Barbara and elsewhere.

In many cases you will have to provide the instructor to the school. In the early '80s, when the *Choices* curriculum was being developed, the Girls Club of Santa Barbara offered a local high school both the supplies and instructor. All the school had to provide was a classroom and students. Some of the administrators were skeptical, but how could they say "no" when we funded the program and did all the work? As it turned out, the program has continued to be successful and popular with both students and faculty.

The message here is that the more you have to offer, the better your chances of having the program accepted.

IMPLEMENTATION

The key is to be sure that your instructor is properly trained — she must not simply know the material, but be enthusiastic about it. We are often surprised when instructors at our training sessions are not really aware of the issues facing young women today. As the workshop progresses, we can almost see the light bulbs going on in their minds: "Ah, that is what I believe in! Here is something I can do to serve the next generation and the world!"

COORDINATION

You should plan to have a project coordinator. The teacher may be very busy, and may not be familiar with the community. A volunteer from your supporting organization may wish to take on this responsibility. The coordinator would set up appointments for guest speakers, plan field trips, locate books, videos and other resources. This person might also be responsible for publicizing the program. An article in the local paper as the class begins would help build enthusiasm, in addition to educating the community about issues in *Choices*.

Again, as the project moves along, show your appreciation. Send words of praise, evaluations and letters of appreciation to the teacher, principal and the Board.

With all this set up, you need only implement the plan. In the past five years, we have worked with all kinds of people, all types of groups.

In closing, I would like to say that people do not have to be alike or think alike in order to work together. Don't write anyone off because you assume s/he would be unwilling or unable to help. We have found that most people are extremely concerned about young people today. They want to help, and, by concentrating on our shared goal rather than our perceived differences, we have made progress for our daughters and we have made friends for our cause.

Thank you and good luck.

MOTHER-DAUGHTER CHOICES

A small group activity for 6th grade girls and their mothers

PROJECT DESCRIPTION

The project establishes and coordinates *Mother-Daughter Choices* groups within the community.

THE NEED

The transition to junior high school has long been recognized as a critical time in young people's lives. It is a time when peer pressure begins to exert considerable influence, and when communication with parents begins to falter.

Several studies have shown that parents' attitudes have significant impact on children's choices of occupation and levels of achievement. In fact, parental influences are the best predictors of girls' achievement in careers which are not traditionally held by women.

The bond of parent-child communication is important to insure a successful future. The *Mother-Daughter Choices* program helps build bridges of communication that will see them through the important teenage years and will then last a lifetime.

METHODOLOGY

The *Mother-Daughter Choices* program consists of six two-hour meetings which are held one evening a week for six weeks in the homes of the participants. An initial planning meeting, for mothers only, precedes the six meetings. A recreational activity is selected by the entire group at the end. Each group consists of five to eight mother/daughter pairs. Each group coordinator may be an outside facilitator or one of the participating mothers.

The curriculum for the *Mother-Daughter Choices* project is taken from selected material in the first six chapters of *Choices* and *Changes*. The program offers a relaxed and supportive atmosphere in which mothers and daughters are given the opportunity to share some of the issues that concern them and talk about the issues surrounding life and career planning.

Special Note: A concise Coordinator's Handbook is now available; 144 pages providing all the information needed to successfully run a Mother-Daughter project. The week by week activities are reviewed in detail. Sample news releases and invitations are also included. See the order form on page 188.

SAMPLE PROGRAMS

The following goals, job descriptions and time lines delineate sample programs sponsored by women's service organizations. Of six groups, three are coordinated by an outside facilitator (organization member); three will be facilitated by mothers of daughters in the group.

GOALS

1. To form six *Mother-Daughter Choices* groups within our community in February 1990, three utilizing organization facilitators and three facilitated by mothers of the daughters in the group.

2. To provide support, coordinator handbooks and training for the facilitators by December 1990.

3. To encourage community awareness of the project and issues by:

   a. conducting an informational luncheon for sixth grade teachers and principals;

   b. submitting articles to the local media; and

   c. educating your membership on these issues to encourage their involvement with their own daughters and grand-daughters.

4. To develop an ongoing community project by recruiting mothers of fifth graders to take over the following year. To conduct a community-wide training in the Fall of 1990.

5. To serve at least 40 mothers and 40 daughters during the first year of the project.

A *Mother-Daughter Choices* program in North Carolina led to lengthly discussions on the danger of drugs. One sixth grade girl wrote, "You don't have to use drugs to be cool and popular." Another: "Drugs can cause sickness and death, not just drugs like crack but also beer and cigarettes." A mom wrote, "Our Mother-Daughter Choices project does more than preach at youngsters. We teach kids how to communicate with each other and with their mothers. We teach kids how to say no, how to build self-esteem and resist peer pressure."

PLANNING COMMITTEE JOB DESCRIPTIONS

CHAIR

1. Order a copy of the ***Mother-Daughter Choices Handbook*** for each facilitator and member of the Planning Committee.

2. Finalize plan and budget for the project with the Planning Committee.

3. Assist with monitoring the progress of groups in session.

4. Conduct monthly meetings and report on the activities/progress of the committee.

5. Provide progress reports to organization membership.

6. Supervise the operation of the project and write necessary reports.

7. Design and execute the evaluation of the project.

VICE CHAIR IN CHARGE OF PROMOTION

1. Assist CHAIR with project duties as requested.

2. Send out news releases on the project

3. Organize an informational luncheon for all area sixth grade teachers and principals.

4. Assist with monitoring group progress while in session.

5. Coordinate the final reporting, evaluation, recruiting luncheon for the six facilitators and mothers of 5th graders for next year's program.

RECRUITMENT AND TRAINING CHAIR

1. Recruit three organization members to be facilitators for three different *Mother-Daughter Choices* groups.

2. Recruit three mothers of sixth grade girls who are not organization members for three more groups.

3. Conduct the training (two sessions of three hours each) for the six facilitators.

4. Help the facilitators recruit their group members. Perhaps identify a special population that could use the service of a third party facilitator, such as a displaced homemakers' program, juvenile detention center, etc.

5. Monitor programs and provide assistance if needed.

6. Help facilitators recruit their replacements for the next year (mothers of fifth graders).

7. Plan training for Fall 1990 with the CHAIR.

FUNDRAISING/FINANCIAL CHAIR *(OPTIONAL)*

1. With the Planning Committee, decide what funds are needed for the project. Will it be necessary for the organization to buy the books for each mother-daughter pair, or can they afford to purchase their own?

2. If extensive fundraising is required, see the Fund-Raising Chair Job Description in the section entitled **"Starting a Choices/Challenges Program in Your Schools,"** page 97.

While the planning committee job descriptions outline four positions, Betty Shepperd, National Project Coordinator, points out that one interested, motivated person can organize a Mother-Daughter Choices Project. She states "Even though more people on the committe are fun, you can do it with one or two and build up interest in the organization for the next year."

In Grand Rapids, Minnesota, a *Mother-Daughter Choices* program was co-sponsored by the local BPW and Community Education. The project was promoted in the curriculum pamphlet of Community Education.

TIME LINE FOR MOTHER-DAUGHTER CHOICES PROJECT

Early Summer

CHAIR: Recruit other members of the Planning Committee. Order copies of ***Mother-Daughter Choices: A Coordinator's Handbook*** for the committee members and facilitators.

Late Summer

CHAIR: Make sure all committee members have a copy of the ***Coordinator's Handbook.***

ALL CHAIRS: Read ***Coordinator's Handbook*** and come to first meeting ready to discuss strategies.

September

CHAIR: Call first meeting to strategize and plan calendar for year. Decide if fund-raising is needed.

CHAIR: Make presentation to general membership. With RECRUITMENT AND TRAINING CHAIR, recruit three members to be third-party facilitators.

VICE CHAIR: Release news article about the project and the issues. (See Coordinator's Handbook) Recruit interested parties.

October

VICE CHAIR: Hold luncheon to tell sixth grade teachers and principals about the program. Get assistance indentifying and recruiting sixth grade mothers.

RECRUITMENT AND TRAINING CHAIR: Recruit three mothers to facilitate three groups.

November

RECRUITMENT AND TRAINING CHAIR: Conduct two 1/2 day sessions of training for the facilitators.

December

During December and January, the facilitators will put together their groups.

January

RECRUITMENT AND TRAINING CHAIR: See that facilitators hold their Mothers' Meeting during this month.

February

RECRUITMENT AND TRAINING CHAIR: See that the groups begin no later than the end of February.

February, March, and April

ALL CHAIRS: Assist the RECRUITMENT AND TRAINING CHAIR in monitoring the progress of the groups.

March

VICE CHAIR: Ask local paper to carry a feature story on the project. Use as a tool to recruit facilitators for next year.

April

VICE CHAIR: Plan evaluation and reporting luncheon for the end of April. Send invitations. Consider inviting interested sixth grade teachers and school officials.

RECRUITMENT AND TRAINING CHAIR: Remind facilitators to recruit their 5th grade mother replacement for next year and bring her to the luncheon.

May

CHAIR: Present final report to membership along with evaluation and recommendation for 1990-91 involvement. Begin planning for community-wide training for new sixth grade mothers in the fall.

In Camarillo, California, the AAUW and the Boys and Girls Club co-sponsored a *Mother-Daughter Choices* project, funding it in part by asking $20.00 from each participant for materials.

CAREER PLANNING SYMPOSIUM:

Long Range Strategies For Mixing Work And Family

For Girls in the Eleventh and Twelth Grade

PROJECT DESCRIPTION

The project coordinates and executes a one day symposium for junior and senior girls in high school on the need and strategies for mixing career and family.

THE NEED

When you were growing up and someone asked you what you were going to be, did you ever think the most appropriate answer would have been EXHAUSTED?

Millions of American families are struggling with the multi-faceted problems involved in juggling career, family and personal responsibilities. Only a few years ago, millions of American women were confidently declaring that, "I can have it all." The results included many valiant efforts, a few glorious successes - and too many failures and frustrations. Today, the call is more likely to be a disheartened, "I've had enough."

It is no wonder that today many teenage women are confused about their choices for family and career. They see their options as either/or choices. Many bright, capable students are suggesting that they might not have families because they cannot see how they can reconcile their career goals with family needs. On the other hand, girls who see being a mother as their greatest calling in life, tend to ignore career counseling and training because they feel that, although they may work before their children are born, they will not work when the children are at home.

Many more teen women than teen men experience conflict between career aspirations on the one hand and plans for marriage and children on the other. While the expectation of marriage and children REINFORCES a man's resolve to prepare for and seek work, it UNDERCUTS a woman's motivation.

So most girls choose "traditional women's" occupations because they see those occupations as compatible with child-rearing. But in reality, most are not. These jobs do not offer the day-to-day flexibility to establish their own hours and schedules that mothers desperately need. Usually these careers do not provide an income high enough to provide quality childcare, especially if the mother suddenly finds herself single.

What young women need is a new way of thinking about choosing a career. Instead of taking the stance that *"because my priority in life is to be a mother, I do not have to prepare myself rigorously for a career."* The message we must give our daughters is:

The higher you go on the educational and career scale or the more energy you put into preparing for a career, the more freedom and time you will have later to be a mother.

Careers requiring more preparation usually provide flexibility and higher income. Higher paying jobs allow a parent to work fewer hours, have more flexibility and more time for raising a family.

The problems and needs of American families are so compelling that, ultimately, society will have to change to accommodate them. In the interim, these new strategies should help the girls lucky enough to hear this message early.

This one day symposium for high school junior and senior girls uses activities and lectures to introduce ways of mixing career and family that can lead to a more satisfying life.

The symposium should encourage the girls to return to their schools and share these strategies with their friends and classmates through individual discussions, formal presentations and articles in the school paper.

METHODOLOGY

1. Ask school counselors to identify three to five junior and senior girls in each of the county high schools who are leaders within their schools and have excellent academic records. Invite the girls to a one-day symposium to be held on the campus of a local junior college or university.

2. Design a one-day symposium that will stimulate the girls to think of career planning with new strategies presented in ***More Choices: A Strategic Guide for Mixing Career and Family.***

GOALS

1. To hold a one day symposium on career planning for mixing work and family at the local junior college for 200 girls from 20 area public and private high schools by March 31, 1991.

2. To recruit 12 organization members to assist in the planning and execution of the event by June 30, 1990. To involve all organization members on the day of the event.

3. Through publicity and promotion, to create community awareness on the issues that face young girls today as they plan for their future as both workers and parents by:

   a. educating school counselors on the issues as you recruit their help in identifying the possible symposium participants;

   b. presenting the issues to the organization membership during Fall 1990;

   c. getting at least one article printed in the local paper on the issues by January 15, 1991.

   d. getting good newspaper, television and radio coverage of the activities and outcome of the symposium; and

   e. forming a speakers' bureau of organization members and young women to speak to the parents and high school assemblies on the issues following the symposium.

SAMPLE AGENDA FOR ONE-DAY SYMPOSIUM

8:30 - 9:00 — Registration and Social Hour for Girls

As girls are walking into the auditorium, have a stereo playing *loudly* "My Future's so Bright, I've Gotta Wear Shades" by Timbuk 3, International Record Syndicate, Inc. This gets the adrenaline flowing.

9:00 - 9:10 — Welcome and Introduction of Key People and Sponsors

An introduction to the day; when and where everything is.

9:10 - 9:25 — Introduction to the Issue of Mixing Career and Family

Find a dynamic speaker to talk about this for 15 minutes and set the tone of the meeting.

9:25 - 10:00 — The Startling Statement Quiz

Here is how it works:

1. Ask the girls to divide into groups of three to take this quiz. Dividing into small groups encourages discussion of the problems since individuals must reach agreement on answers.

2. Give each group photocopies of pages 29, 31, and 35 from ***More Choices.*** If the girls are to receive copies of the book, do not pass them out until later because the answers to this quiz are included there.

3. Announce that there is a prize for each girl in the group that answers the most questions correctly. Show them the prize. It should be something special, something that could be shared by the girls in the group, even a stack of silver dollars. This will create a lot of energy and excitement in the room and get your conference off to a great start.

(In the event of a tie, hold a drawing to see which of the top scoring groups gets the prize.)

4. Ask each group to agree on one answer for each question and circle that answer. Give them 15 minutes to complete the exercise.

5. After the fifteen minutes is up, call time (although some may not be finished) and go over the answers. To keep the group involved, read the question and ask for audience response. This is also a good way to get a feeling for the group.

10:00 - 12:30 — *More Choices* small group activities

Upon arrival, each girl should have received a registration packet containing her own personal schedule for the symposium. Ask participants to proceed to the room indicated on their schedules. The girls should be divided into groups of ten. Arrange it so that participants work with students from schools other than their own.

A trained organization member (or community person) will lead each group. If there are 200 girls, you will need to have trained 20 group leaders. Be sure to have refreshments in each room for a snack break.

Give each girl a copy of ***More Choices: A Strategic Planning Guide to Mixing Career and Family*** as she enters the room. This should be her personal copy to keep. Encourage students to complete the journal on their own after the symposium.

Over the next 2.5 hours the group will work through selected exercises in the book, primarily chapters three, four and five.

12:30 - 1:30 — Lunch in School Commons

Because lunch will probably be cafeteria style, allow 30 minutes for the girls to get their lunch and be seated. Then have a 30 minute presentation. This speech should be motivational and back up what the participants learned in the morning. A tape of a similar speech is available through Advocacy Press at the above address. Send $3.00 for both the tape ("Math Motivational Speech") and shipping.

1:30 - 2:10 and 2:15 - 2:50 — Two Break-out Sessions

The girls will now attend the two break-out sessions they chose when they sent in their application forms. These sessions will feature women in the community who hold a variety of jobs that offer flexibility and high salaries which allow them to mix career and family. They will briefly discuss their daily work routine, but should be sure to cover

1) how they mix career and family;

2) what freedoms their career allows; and

3) what the girls can do now to prepare for that career.

Before this session, the speakers should be given this list of questions to answer during their presentation. This will provide them with a better understanding of the theme. You might consider either reviewing ***More Choices*** *with your speakers or loaning them a copy before the symposium so they will be more aware of what the girls have learned earlier in the day.*

You will need 8-10 speakers to give two presentations each (if you have 200 girls). Try to recruit at least one woman from each of the following professions: physician, attorney, CPA, psychologist in private practice, contractor, freelance electrician, plumber, paper hanger, computer consultant, etc. (See chapters four and five of ***More Choices*** for more ideas.)

3:00 - 4:00 — Debate on Pay Equity

3-3:30 — The complete group meets again in the auditorium.

On stage there is a debate team and facilitator. They will debate the question:

Should nurses be paid as much as truck drivers?

During the recruiting process with the counselors, identify four girls who are good public speakers with debating skills. In the three to four weeks before the symposium, the girls will meet with a debate coach (preferably an organization member) to study and practice for this session.

As reference material, see an article in the COMMON CAUSE magazine, March-April 1983 entitled: "FACE OFF: Betty Friedan and Phyllis Schlafly Debate, Should nurses be paid as much as truck drivers?"

3:30-4 — Ask for participation from the audience.

From the audience have speakers for and against the issue take turns. Explain the ground rules. No one should speak for over 60 seconds. HAVE A TIMER.

> ***A special note:*** By now you will probably not have any girls in the audience who will speak against the statement. Therefore, you will need to take this one step further — train and **plant** three girls against the motion in the audience. They must keep their role a secret from their friends.

This will create a lively discussion and close the conference on a high energy note. At the end of the audience debate, introduce the girls who were 'plants' and give each one a little thank you gift on stage. Also give a thank you gift to each official debater and wrap-up the discussion by giving the attendees an action plan so they can go home and discuss these issues with their friends and family members.

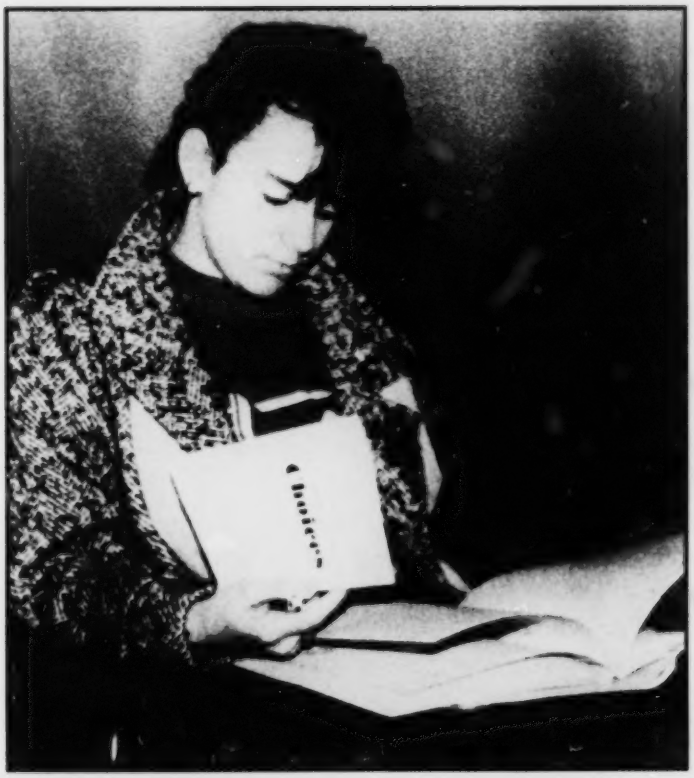
This session is a great opportunity for media coverage if you think it will not inhibit the girls. Have a newspaper reporter in the audience at least.

Also encourage your entire membership to attend this portion of the day.

4:00 - 5:00 — Reception for all participants and organization members

This is a nice way to wrap-up the day with a chance to socialize and review the information of the day. You could invite mothers of the girls to attend. Try to get the expenses of this reception/tea underwritten by a business in the community.

Please note: This is a tight schedule. If you feel a need to shorten the agenda, cut out one of the two Break-out sessions.



The Willmar BPW in Minnesota took the traditional "shadowing" program one step farther. High school girls follow a mother mixing career and family around for a full day. They arrive at their mentor's home at the time the adult woman awakens, observe her during the time she gets her children up and ready for the day and follow her to work and after work as she attends once again to her family responsibilities.

PLANNING COMMITTEE JOB DESCRIPTIONS

CHAIR

1. Be responsible for writing all reports.
2. Call and chair all meetings of the Planning Committee.
3. Be responsible for all organizational communication.
4. Be responsible for the operations of the symposium and for making the necessary decisions for its success.
5. Assist FUNDRAISING CHAIR in making calls to business and foundations for funds.
6. Recruit other organization members for the following positions.

VICE CHAIR

1. Assume the duties of the CHAIR in her absence.
2. Assist the CHAIR in the execution of her duties.
3. Assist in the direct solicitation of funds from business and foundations.

GIRL RECRUITMENT CHAIR

1. Meet with the junior and senior counselors at each of the area high schools for assistance in identifying and recruiting girls for participation in the conference. The school counselors should identify the top five girl debaters in each grade, and then call them together for an invitation and information session.

   a. This Chair may want two or three assistants if a large number of high schools must be covered.

   b. Another option would be to invite the area counselors to a luncheon where you can present information about the conference as well as solicit their support in identifying and recruiting the girls. If this strategy is used, recruit organization members who have strong ties with each school to invite the counselors.

   c. During the day of the symposium, act as official liaison and information officer for the girls.

The Willmar, Minnesota BPW and AAUW convinced the high school teachers to give the girls extra credit for attendance at their career day symposium. Arrangements were made for personnel in the school offices to collect the registration forms.

REGISTRATION CHAIR

1. With the CHAIR, GIRL RECRUITMENT CHAIR and PROGRAM CHAIR, design the advance registration form to be mailed and returned by all participants.

2. Work with the GIRL RECRUITMENT CHAIR to collect advance registration forms from the girls, and to assign them to their morning sessions and choice of break-out sessions.

3. With CHAIR and PROGRAM CHAIR, design all the registration packets, collect materials, assemble and distribute at registration.

4. Personalize each packet with the girls' names and specific assignments.

5. Recruit six to eight organization members to assist with registration the morning of the conference.

6. Present a final report to the CHAIR on attendance after the symposium is over.

PROGRAM CHAIR

1. Be responsible for recruiting first morning speaker, lunch keynote speaker and the eight to ten (or more) break-out workshop leaders.

2. Discuss the purpose of the program with the speakers so that the presentations are well targeted.

3. Before the symposium, communicate with speakers to assure attendance.

4. Act as hostess to speakers on the day of symposium.

5. Write all follow-up thank you letters to speakers and collect an evaluation at that time.

6. With the CHAIR, finalize the symposium agenda and inform the REGISTRATION CHAIR.

7. Be responsible for reporting total adult participation to the FACILITY CHAIR.

8. Design symposium decorations (balloons, signs, etc.) and recruit three organization members to assist with setup the morning of the symposium.

MORNING WORKSHOP LEADER CHAIR

1. Recruit and train enough organization members and community members to facilitate the morning workshops from 10:30 to 12:30 for ten girls each.

2. Order training video from Advocacy Press at least three months in advance.

3. Schedule a one-day training for all the above workshop leaders.

4. Provide supplies and materials for all workshop leaders.

5. Monitor workshops.

6. Write thank you notes to all leaders.

7. Write an evaluation.

DEBATE CHAIR

1. With the assistance of the GIRL REGISTRATION CHAIR, identify seven candidates for debate — four for formal debate and three as 'plants.'

2. Coach the girls on debate skills and the issues. This will require a couple of pre-symposium workshops.

3. Facilitate/referee the debate.

4. Write thank you notes to the girls.

5. Write an evaluation.

FACILITY CHAIR

1. With the CHAIR, select the site for the conference no later than midsummer. Complete all necessary contracts.

2. Arrange for food services for lunch and breaks. Work with the GIRL REGISTRATION CHAIR to determine the final number of girls attending, and the PROGRAM CHAIR for the number of volunteers.

3. With the PROGRAM CHAIR, design set-up of the room and recruit strong backs to be available during the day.

4. Arrange for audio-visual and public address needs.

5. Recruit at least three organization members to assist on the day of the symposium: one each to monitor food service, room setup/cleanup, and audio-visual/public address needs.

6. Organize clean-up following the symposium.

PROMOTION CHAIR

1. Be responsible for all pre-symposium public relations.

2. Design and distribute a press packet on the issues and the symposium at least three weeks prior to the event.

3. Arrange for interviews on radio and TV prior to the symposium.

4. Arrange for the newspaper, radio and TV reporters to attend and cover the event live.

5. Send article to the state and national organization newsletters.

6. Send press packet to all major news media in the state.

7. Be sure to include a phone number for interested parties to call. Get them involved and recruit them for your organization.

8. Write follow up thank you notes to all reporters and media who carried the story.

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RECEPTION CHAIR

1. Solicit community business to cover the costs of the reception.

2. Plan and execute reception, get head count from GIRL REGISTRATION/PROGRAM CHAIRS.

3. Send invitations to the general membership of the organization.

4. Send invitations to mothers of girls.

5. Complete a display on your organization. Include membership information for mothers.

TREASURER/CONTROLLER

1. With the CHAIR, VICE CHAIR, PROGRAM CHAIR, FACILITY CHAIR, finalize a budget no later than midsummer.

2. Monitor all revenues and expenses.

3. Submit monthly report to the general membership.

4. Write and submit final accounting no later than four weeks after the event.

FUNDRAISING CHAIR

1. With CHAIR, VICE CHAIR, and your organization's president, strategize how to raise the money. Ideas include:

   donations from corporations
   grants
   sell books

2. Form a committee to raise funds for the expenses of the conference. Those could include:

   lunches/snacks
   facility rental
   purchase of books
   invitations, stamps, postage

3. Oversee all fundraising operations.

TIME LINE

Early Summer 1990

PROJECT CHAIR recruits all of her other CHAIRS. Each is given a copy of this report and *More Choices* to read before the first meeting.

All meet for orientation and to discuss format of event. Strategies are finalized at this meeting.

FACILITY CHAIR begins negotiations for site. Finalize contracting by midsummer.

TREASURER/CONTROLLER calls meeting with appropriate persons to finalize budget.

WORKSHOP CHAIR orders video tape.

CHAIR, VICE CHAIR, PROGRAM CHAIR finalize symposium agenda.

Late Summer

FUND RAISING CHAIR finalizes strategies based upon total budget requirements and submits to the committee for approval.

PROMOTION CHAIR gets first announcement of plans in the local and state organization newsletters.

> ***Special Note:*** It is extremely important that the location of the event is finalized and the dates are set as early as possible, no later than September 1. Otherwise, other committee members cannot begin their jobs. Also, the agenda for the event must be established as early as possible.

September

PROMOTION CHAIR releases feature article to the local papers to advise of issues and upcoming symposium. Be sure to use a tag line for people wanting to become involved. Some of these people can be encouraged to help and then to join your organization.

RECEPTION CHAIR locates corporate sponsor for the afternoon reception on the day of the event.

FUNDRAISING CHAIR activates the fundraising campaign to be completed by December 31. The Planning Committee needs to know how much money they have to spend.

October

FUNDRAISING CHAIR now begins selling books if part of fundraising plans. The best time of year to conduct a community-wide sale is during the two months before Christmas.

GIRL RECRUITMENT CHAIR sends out invitations to school counselors and home economic teachers to invite them to an orientation. Follow up with phone calls from peers.

WORKSHOP CHAIR recruits at least twenty workshop leaders from the organization membership to be trained to facilitate morning workshop.

PROGRAM CHAIR completes recruitment of speakers and break-out leaders so the agenda can be finalized. With the CHAIR, finalize the agenda and give to the REGISTRATION CHAIR so the registration forms can be completed.

PROMOTION CHAIR designs promotion campaign to begin four weeks before the event. Also stimulates follow-up reporting.

RECEPTION CHAIR designs invitations to reception.

REGISTRATION CHAIR finalizes registration form for the GIRL RECRUITMENT CHAIR so that she can send and hand out in January.

TREASURER/CONTROLLER begins making financial reports at the monthly reporting meetings.

November

GIRL REGISTRATION CHAIR holds orientation of program goals for school counselors.

WORKSHOP CHAIR calls Penny Paine at Advocacy Press (805) 962-2728 to advise her of your project and the date of the event. If you will be ordering books later, she will be sure that an appropriate number are set aside *just in case* we run short at that time of the year. This is important to do at least four months before the workshop if you wish to be guaranteed books.

December

Use December to complete any remaining tasks. If planning chairs are on target, not a lot needs to be done this month.

January

GIRL RECRUITMENT CHAIR meets with girls identified by the counselors. Sends out registration forms.

PROGRAM CHAIR completes decoration plans. (Helium balloons are effective and inexpensive.) Meets with FACILITY CHAIR on room setup and audio visual needs.

DEBATE CHAIR assists GIRL RECRUITMENT CHAIR in identifing seven girls for debate teams and "plants."

PROMOTION CHAIR designs press packet for media. Include information on your organization, and a sample feature article on the symposium and the issues.

RECEPTION CHAIR mails invitations at least five weeks before symposium. Suggested guest list may include mothers of the girls, organization members from other chapters in the state, elected officials, and home economics teachers from the area high schools.

PROGRAM CHAIR orders the copies of ***More Choices: A Strategic Guide for Mixing Career and Family*** for the morning sessions no later than six weeks before the event. It is winter and they are trucked in. This can take extra time.

February

GIRL RECRUITMENT CHAIR collects registration forms by February 28 or at least three weeks prior to the symposium.

PROGRAM CHAIR gives a count and list of the speakers of break-out sessions and morning *More Choices* leaders to the FACILITY and RECEPTION CHAIRS.

CHAIR gets count of organization members attending or helping (those not included in above count).

WORKSHOP CHAIR schedules one-day training for morning workshop leaders.

PROMOTION CHAIR begins promotional campaign.

DEBATE CHAIR coaches the debate team and the 'plants', and prepares for the formal debate. Arranges with the FACILITY CHAIR for all audio-visual equipment, and stage setup for the debate.

March

HOST THE SYMPOSIUM

All CHAIRS will work the day of the symposium along with the additional organization members who have been recruited.

FACILITY CHAIR predicts final attendance at least one week before the event for meal and room setup. Works with the facility contractor on audio needs, room setup, etc.

REGISTRATION CHAIR puts together registration packets and sets up registration procedure one week before the event. Girls should check in at tables set up alphabetically to receive their packets.

WORKSHOP CHAIR makes sure all morning leaders have their necessary supplies. Also, they should have the correct number of books to pass out for those in their workshop. Recruit at least two organization members to assist with this.

April

All CHAIRS write follow-up letters and thank you notes. Write your evaluations and turn them in to the CHAIR.

GIRL RECRUITMENT CHAIR writes a follow-up letter to all girls that participated along with a copy of an article that you encourage them to rewrite to submit to their school papers.

TREASURER/CONTROLLER completes payment of all bills and turns in the final accounting to the CHAIR. Submit final financial report. Make sure all bills are paid.

PHASE TWO

CHAIR and VICE CHAIR begin planning for **PHASE TWO**. Give final report to organization membership and strategize for **PHASE TWO**. Decide if the membership wants to continue the above symposium on an annual or semi-annual basis.

PHASE TWO: POSSIBLE PROJECT

Think about lobbying the schools to use the curriculum for mixing career and family. (See the project GETTING CHOICES INTO THE SCHOOLS, beginning on page 93 for ideas on strategies.) The *More Choices* curriculum is best introduced in the HOME ECONOMICS curriculum of the school. This is one reason to involve the home economics instructors from the schools in the symposium.

MATH-SCIENCE FAIR

For Girls in Sixth, Seventh and Eighth Grade

PROJECT DESCRIPTION

The Math-Science Fair is a one-day symposium emphasizing the value of a good math and science background.

THE NEED

Studies show that there are three things students need to be successful in their math studies:

1. They must see themselves as capable.
2. They must have the support of their teachers, parents and peers.
3. They must understand the relevance a math education has for their future success.

Attitudes toward mathematics are important predictors of performance in math. That is, students who like math are highly motivated, and those who expect to do well perform better than those with less positive attitudes. More girls than boys expect to perform poorly in math, especially girls who do not think math is appropriate for girls and women. Girls need role models of women who excel in math.

Not only do girls have to see themselves as capable in math, they must also understand the role a good math education plays in their future economic security. A girl who chooses not to take advanced high school mathematics (algebra, etc.) has drastically reduced her future earning potential. Yet girls make the decision to drop out of math as early as the ninth grade. It is one of the most critical choices they will make.

The Math-Science Fair addresses these issues for middle school age girls.

THE METHODOLOGY

Plan, organize and execute a one day Math-Science Fair at the local community college for 200 sixth, seventh and eighth grade girls. Stimulate them to think about how a good math and science education opens up so many more options for their future and to understand why a good math education is important to their future financial security. Introduce them to young role models who are working in fields that require a solid math and science education.

GOALS

1. To hold a one-day fair at the local junior college for 200 girls from area public and private middle and junior high schools on career opportunities in math and science by March 31, 1991.

2. To recruit twelve organization members to assist in the planning and execution of the event by June 30, 1990. To involve the complete membership on the day of the event.

3. Through publicity and promotion, to create community awareness on the issues that face young girls today as they plan for their future as workers by:

   a. Getting at least one newspaper article printed in the local paper on the issues by January 15, 1991.

   b. Educating school counselors and math teachers on the issues as you recruit their help in identifying the possible symposium participants.

   c. Obtaining good newspaper, television and radio coverage of the activities.

   d. Making a presentation to the organization's general membership on the issues during Fall 1990.

The Del Mar-Leucadia, California AAUW sponsored a half-day training on the ***Choices*** budget section for members from four San Diego area branches. These members then facilitated a budget workshop for 200 young women at a Math-Science Conference.

Workshops for a Math/Science Career Fair sponsored by the Girls Clubs of Santa Barbara, Carpinteria and Goleta, Tres Condados Girl Scout Council and AAUW attracted participants by using such clever titles as these:

Engineering Your Golden Future (mechanical, electrical, chemical, aeronautical, civil, nuclear, petroleum engineering)
Health and Wealth (medical professions and careers)
Figures Make Good ene (accounting, bookkeeping, investment services, mathematics)
Computing Your Lifestyle (computer programming, design, software/hardware, applications)
Flying First Class (aerospace, flying, etc.)
A Whale of a Future (oceanography, marine science)
Your World — Make It Your Way (biology, genetics, environmental, geology)
Designing Your Future (architecture and design occupations)

SAMPLE AGENDA FOR ONE-DAY FAIR

8:30-9:00 Registration and Social Hour for Girls

As girls are walking into the auditorium, have a stereo playing *loudly* "My Future's So Bright I've Gotta Wear Shades" sung by Timbuk 3, International Record Syndicate, Inc. This gets the adrenaline flowing!

9:00-9:10 Welcome and Introduction of Key People and Sponsors

An introduction to the day tells when and where everything is.

9:10-9:45 Introduction to the Issue of a Math and Science Career

Have a good speaker on this subject talk for 35 minutes to set the tone of the meeting. A video tape of a similar speech is available through Advocacy Press. Order the "Math Motivational Speech" from the order form on page 186.

10:00-12:00 Small Group Sessions

The Budget Exercise from *Choices*, pages 56-85

Each girl should receive a registration packet when she arrives showing her personal schedule for the fair and the locations of all the sessions.

The girls will each receive a copy of ***Choices: A Teen Woman's Journal for Self-awareness and Personal Planning*** as they enter the room. This should be their personal copy to keep and they should be encouraged to complete the journal on their own after the fair.

Participants will be divided into groups of approximately ten girls each. Try to arrange for girls from different schools to work together. They will meet in classrooms with a trained organization facilitator to work through the budget exercise in *Choices*.

If there are 200 girls, you will need to train 20 organization members or other community members. Be sure to have refreshments in each room so a break may be taken during this time.

The national WHGWC Coordinator has a two-hour training video tape of how to conduct these sessions. (Write to Advocacy Press, P.O. Box 236, Santa Barbara, CA 93102. Ask for BUDGET EXERCISE TRAINING TAPE and allow at least six weeks for delivery. Please send $10.00 for the tape plus shipping if you wish to keep it, or $5.00 for shipping if you only want to borrow it.) Also, the COORDINATOR'S HANDBOOK for Mother-Daughter Choices has an extensive section on how to complete this exercise in two hours (pages 98 to 110).

12:00-1:00 Lunch in the college commons

Because lunch will probably be cafeteria style, allow 30 minutes for the girls to get their lunch and be seated. Be sure the girls are prepared to bring lunch money if food service has not been underwritten.

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12:30-1:00 The Energizer Quiz, at the lunch tables

Here is how it works:

1. *Ask the girls to divide into groups of three to take this quiz.* Dividing into small groups encourages discussion of the problems as they must reach agreement.

2. *Give each group photocopies of pages 29, 31, and 35 from* ***More Choices: A Strategic Guide for Mixing Career and Family.***

3. *Announce that there is a prize for each girl in the group that answers the most questions correctly. Show them the prize.* It should be something that is special, something that could be shared, like a stack of silver dollars. This will create a lot of energy and excitement in the room and get your conference off to a great start.

(In the event of a tie, hold a drawing to see which of the top scoring groups gets the prize.)

4. *Ask each group to agree on an answer for each question and circle that answer.* Give them 15 minutes to complete the exercise.

5. *After the fifteen minutes is up, call time (although some may not be finished).* To keep the group involved, read the question and ask for audience response. This is also a good way to get a feeling for the group. Then give the answers. The person giving the answer should be able to give a brief explanation and move along.

1:30-2:00 Three Break-Out Sessions

The girls will attend three break-out sessions that they chose when they sent in their application forms. These sessions will feature women in the community who hold a variety of jobs that require math and science. They will present an overview of what they do on the job and what kind of education a girl needs to hold a job like theirs. The women should leave about ten minutes for questions.

Before this session, the speakers should be given a list of questions to answer during their presentation. *This will provide them with a better understanding of the theme. You might consider either reviewing* **Choices** *with your speakers or loaning them a copy before the symposium so they will be more aware of what the girls have learned earlier in the day.*

2:10-2:40 Break-Out Session 2

2:50-3:20 Break-Out Session 3

You will need 8-10 speakers to give two presentations each (if you have 200 girls).

3:30-4:30 Reception for All Participants and Organization Members

This is a nice way to wrap up, a chance to socialize and review the information of the day. You could also invite mothers of the girls to attend this event. Try to get the expenses of this reception underwritten by a business in the community.

Please note that this is a tight schedule. If you feel you need to shorten something, cut out one of the break-out sessions.

PLANNING COMMITTEE JOB DESCRIPTIONS

CHAIR

1. Call and chair monthly meetings of the Planning Committee composed of all chairs and interested parties.

2. Be responsible for all organizational communication.

3. Be responsible for overseeing the operations of the fair and making the necessary decisions for its success.

4. Assist FUNDRAISING CHAIR in making calls to businesses and foundations for funds.

5. Recruit other organization members for the following positions:

VICE CHAIR

1. Assume the duties of the CHAIR in her absence.

2. Assist the CHAIR in the execution of her duties.

3. Assist in the direct solicitation of funds from businesses and foundations.

GIRL RECRUITMENT CHAIR

1. Meet with the junior high counselors and math teachers at each of the area high schools to get assistance in identifying and recruiting girls for participation in the conference. Some teachers have brought entire classes of girls in the past.

   a. This chair may want two to three assistants if a large number of schools must be covered.

   b. An additional or alternative plan could be to invite the counselors from each area high school to a luncheon. The purpose of the luncheon would be to present conference information and solicit their support in identifying and recruiting the girls. If this strategy is used, recruit organization members who have strong ties with that school to personally invite the counselors.

> *Note:* It is important to strategize this step and get support from math teachers and counselors. You may be disappointed in the turnout if you just rely on news releases and flyers.

2. During the day of the fair, act as official girl liaison and information officer in case there are any individual problems.

REGISTRATION CHAIR

1. Work with the GIRL RECRUITMENT CHAIR in collecting advance registration forms from the girls and assigning them to their morning work sessions and choice of afternoon breakout sessions.

2. With the CHAIR, GIRL RECRUITMENT CHAIR and PROGRAM CHAIR, to design the advance registration form to be mailed and returned by all participants.

3. With the CHAIR and PROGRAM CHAIR, design all the registration materials for the girls. Collect materials, assemble and distribute at registration.

4. Recruit six to eight organization members to assist with registration the morning of the conference.

5. Personalize each packet with the girl's name, her morning workshop assignment and her afternoon break-out assignment.

6. Make a final report to the CHAIR on attendance after the symposium is over.

7. Write thank you/follow-up notes to all people who helped recruit for the workshop.

PROGRAM CHAIR

1. Be responsible for recruiting first morning speaker and the eight to ten (or more) break-out workshop leaders.

2. Instruct speakers on the purpose of the conference so presentations are well targeted.

3. Communicate with all speakers before the conference to assure their attendance.

4. Act as hostess to the speakers on the day of the conference.

5. Write all follow-up letters to speakers. Collect an evaluation at that time.

6. With the CHAIR, finalize the agenda and communicate with the REGISTRATION CHAIR.

7. Be responsible for collecting the final adult participation total count to pass on to the FACILITY CHAIR.

8. Design decorations (balloons, signs, etc.) and recruit three organization members to assist in setting up the morning of the conference.

MORNING WORKSHOP LEADER CHAIR

1. Recruit and train enough organization members and community members to facilitate the morning workshops for ten girls each from 10 a.m. - 12 p.m.

2. Order training video from Advocacy Press at least three months in advance.

3. Schedule a one day training for all the above workshops leaders.

4. Provide supplies and materials for all workshop leaders.

5. Monitor these workshops during the fair.

6. Write thank you notes to all workshop leaders.

7. Write an evaluation with input from the workshop leaders following the event.

FACILITY CHAIR

1. With the CHAIR, select the site for the conference no later than midsummer. Complete all necessary contracting.

2. Arrange for food services for lunch and breaks. Work with the GIRL REGISTRATION CHAIR to total the number of girls attending; and the PROGRAM CHAIR to total the number of volunteers attending.

3. With the PROGRAM CHAIR, design the room setup and recruit strong backs to be available to assist during the day.

4. Arrange with facility for all audio-visual and public address needs.

5. Recruit at least three organization members to assist the day of the event: one to monitor food service, one to monitor room setup and one to monitor the audio-visual and public address needs.

6. Organize clean up following the symposium.

PROMOTION CHAIR

1. Be responsible for all pre-symposium public relations.

2. Design and distribute a press packet on the issues and the symposium at least three weeks prior to the event.

3. Arrange for interviews on radio and TV prior to the symposium.

4. Arrange for the newspaper, radio and TV reporters to attend and cover the event live.

5. Send article to the state and national organization newsletters.

6. Send press packet to all major news media in the state.

7. Be sure to include a phone number for interested parties to call. Get them involved and recruit them for your organization.

8. Write follow up thank you notes to all media who carried the story.

RECEPTION CHAIR

1. Solicit community business to cover the costs of the reception.

2. Plan and execute reception, get head count from GIRL REGISTRATION/PROGRAM CHAIRS.

3. Send invitations to the general membership of the organization.

4. Send invitations to mothers of girls.

5. Complete a display on your organization. Include membership information for mothers.

TREASURER/CONTROLLER

1. With the CHAIR, VICE CHAIR, PROGRAM CHAIR, FACILITY CHAIR, finalize a budget no later than midsummer.
2. Monitor all revenues and expenses.
3. Submit monthly report to the general membership.
4. Write and submit final accounting no later than four weeks after the event.

FUNDRAISING CHAIR

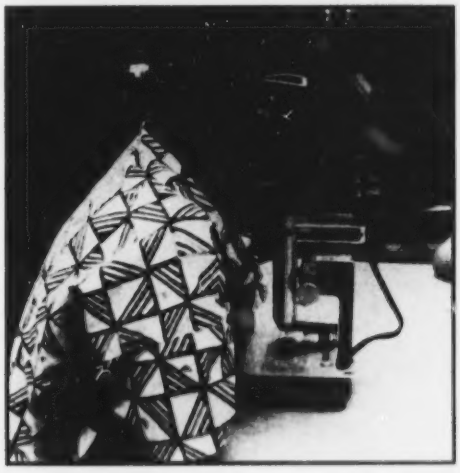
1. With CHAIR, VICE CHAIR, and your new organization's President, strategize how to raise the money. Ideas include:

   donations from corporations
   grants
   sell books, etc.

2. Form a committee to raise funds for the expenses of the conference. Those could include:

   lunches/snacks
   facility rental
   purchase of books
   invitations, stamps, postage

3. Oversee all fundraising operations.



The Victor Valley, California AAUW sponsored a Math-Science Conference utilizing the budget section of ***Choices*** in two workshops for teens.

TIME LINE

Early Summer 1990

PROJECT CHAIR recruits all of her other CHAIRS. Each is given a copy of this report to read before the first meeting.

All meet for orientation and discussion of event format. Strategies are finalized at this meeting.

FACILITY CHAIR begins negotiations for site. Finalize contracting by midsummer.

TREASURER/CONTROLLER calls meeting with appropriate persons to finalize budget.

WORKSHOP CHAIR orders video training tape.

CHAIR, VICE CHAIR, PROGRAM CHAIR finalize fair agenda.

Late Summer

FUND RAISING CHAIR finalizes strategies based upon total budget requirements and submits to the committee for approval. If selling books during holiday season order at least 5 weeks before start of sale.

PROMOTION CHAIR gets first announcement of plans in the local and state organization newsletters.

> ***Special Note:*** It is extremely important that the location of the event is finalized and the dates are set as early as possible, no later than September 1. Otherwise, other committee members cannot begin their jobs. Also, the agenda for the event must be established as early as possible.

September

PROMOTION CHAIR releases feature article to the local papers to advise of issues and upcoming fair. Be sure to use a tag line for people wanting to become involved. Some of these people can be encouraged to help and then to join the organization.

RECEPTION CHAIR locates corporate sponsor for the afternoon reception on the day of the event.

FUNDRAISING CHAIR activates the fundraising campaign to be completed by December 31. The Planning Committee needs to know how much money they have to spend.

October

FUNDRAISING CHAIR now begins selling books if this is part of the fundraising plans. The best time of year to conduct a community-wide sale is during the two months before Christmas.

GIRL RECRUITMENT CHAIR sends out invitations to school counselors and math and science teachers to invite them to an orientation. Follow up with phone calls from peers.

WORKSHOP CHAIR recruits at least twenty workshop leaders from the organization membership to be trained to facilitate morning workshop.

PROGRAM CHAIR completes recruitment of speakers and break-out leaders so the agenda can be finalized. With the CHAIR, finalize the agenda and give to the REGISTRATION CHAIR so the registration forms can be completed.

PROMOTION CHAIR designs promotion campaign to begin four weeks before the event. Also stimulates follow-up reporting.

RECEPTION CHAIR designs invitations to reception.

REGISTRATION CHAIR finalizes registration form for the GIRL RECRUITMENT CHAIR so that she can send and hand out in January.

TREASURER/CONTROLLER begins making financial reports at the monthly reporting meetings.

November

GIRL REGISTRATION CHAIR holds orientation of program goals for school counselors.

WORKSHOP CHAIR calls Penny Paine at the Girls Club of Santa Barbara (805) 962-2728 to advise her of your project and the date of the event. If you will be ordering books later, she will be sure that an appropriate number are set aside *just in case* we run short at that time of the year. This is important to do at least four months before the workshop if you wish to be guaranteed books.

December

Use December to complete any remaining tasks. If planning chairs are on target, little needs to be done this month.

January

GIRL RECRUITMENT CHAIR sends out registration forms to counselors and math teachers.

PROGRAM CHAIR completes decoration plans. (Helium balloons are effective and inexpensive.) Meets with FACILITY CHAIR on room setup and audio visual needs.

PROMOTION CHAIR designs press packet to be distributed to media. Include information on your organization, and a sample feature article on the fair and the issues.

RECEPTION CHAIR mails invitations at least five weeks before fair. Suggested guest list may include mothers of the girls, members from other chapters of your organization in the state, elected officials, and math and science teachers from the area schools.

PROGRAM CHAIR orders the copies of ***Choices*** for the morning sessions no later than five weeks before the event. It is winter and they are trucked in. This can take an extra time.

February

GIRL RECRUITMENT CHAIR collects registration forms by February 28 or at least three weeks prior to the fair.

PROGRAM CHAIR gives a count and list of the speakers of break-out sessions and morning *Choices* leaders to the FACILITY and RECEPTION CHAIRS.

CHAIR gets count of organization members attending or helping (those not included in above count).

WORKSHOP CHAIR schedules one-day training for morning workshop leaders.

PROMOTION CHAIR begins promotional campaign.

March

HOST THE MATH-SCIENCE FAIR

All CHAIRS will work the day of the fair along with the additional members who have been recruited.

FACILITY CHAIR predicts final attendance at least one week before the event for meal and room setup. Works with the facility contractor on audio needs, room setup, etc.

REGISTRATION CHAIR puts together registration packets and sets up registration procedure one week before the event. Girls should check in at tables set up alphabetically to receive their packets.

WORKSHOP CHAIR makes sure all morning leaders have their necessary supplies. Also, they should have the correct number of books to pass out for those in their workshop. Recruit at least two organization members to assist with this.

April

All CHAIRS write follow-up letters and thank you notes. Write your evaluations and turn them in to the CHAIR.

TREASURER/CONTROLLER completes payment of all bills and turns in the final accounting to the CHAIR. Submit final financial report. Make sure all bills are paid.

PHASE TWO

CHAIR and VICE CHAIR begin planning for next year. Give final report to membership and strategize for **PHASE TWO**. Decide if the membership wants to continue the above fair on an annual or semi-annual basis.

POSSIBLE PROJECT

Move on to the project called STARTING A *CHOICES/CHALLENGES* PROGRAM IN YOUR SCHOOLS.

A good resource are day-long career conferences that focus on opportunities in science, math, technology, and non-traditional career options. The conference model was developed in the early 1970s by the Math/Science Network, formerly at Mills College in Oakland and now located in Berkeley, CA. The Math/Science Network produces good materials and provides valuable assistance to help hundreds of sites across the country implement valuable conferences each year. For further information, contact: Joy Wallace, Math/Science Network, 2727 College Avenue, Berkeley, CA 94705 (415) 841-MATH (6284)

STARTING AN OPERATION S.M.A.R.T. PROGRAM IN YOUR COMMUNITY

THE NEED

In an era when most jobs require a background in math, science, and technology, girls continue to opt out of math and science, both in school and as they choose careers. Despite changes in the labor force, women are still seriously underrepresented in technical and scientific fields. Without adequate preparation in these areas during their school years, girls cut off vocational training possibilities.

At the same time, this country faces a serious shortage of scientists, engineers, and technically skilled workers. Foreigners now make up the majority of Ph.D.'s in science-related fields awarded in the United States, and the problem is expected to worsen during the next decade. Environmental concerns grow more pressing daily, and an informed citizenry capable of making decisions about technology and conservation is essential to the preservation of the earth.

Unequal access and opportunity, stereotyped notions of who can and should do science, and uncreative educational practice contribute to the problem. Girls are bombarded daily with message from schools, the media, and the society at large that math and science are not for them. For many women, but particularly women of color and those from low-income backgrounds, missed opportunities, interests not pursued, and economic dependence are the outcome.

Operation S.M.A.R.T. (Science, Math, And Relevant Technology) is a national program developed by Girls Clubs of America that directly addresses these inequities while providing challenging, entertaining, and engaging programs in out-of-school science and math education. Written materials, videotapes, training, and consultation and technical assistance are available to help you establish this project in your community;.

PROJECT DESCRIPTION

Exploration, equity, and empowerment are the key words in Operation S.M.A.R.T. Hands-on activities, career exploration, mentor relationships and internships, field trips, and community action projects enable girls to rediscover the wonder and relevance of math and science. Girls are encouraged to take things apart, build, get dirty, persist, make mistakes and try again, be skeptics, and above all, to ask questions. The inquiry method underlies all experiences and activities in Operation S.M.A.R.T., and enables girls to overcome barriers to access and to take charge of their learning and their futures.

Operation S.M.A.R.T. was orginally designed for Girls Clubs and organizations that provide informal education. We have found, however, that programs can be offered in any setting — community-based organizations, science museums, schools — as long as the space can be set up in such a way that materials and equipment can be readily accessible, independent discovery can take place easily, girls can collaborate with one another, and the walls "speak" with positive images of girls and women actively engaged in science, math, and technology.

Design and scheduling of programs vary from community to community and might include: regularly scheduled sessions where girls meet one or more times a week; drop in programs in game rooms where girls can use science kits and do activities with little adult intervention; special events such as field trip and career fairs where girls explore the applications of science; or the development of ongoing mentor relationships between girls and women professionals.

Programs are divided according to age groups. The elementary (ages 6 to 11) and early adolescent (ages 10 to 14) components are ready with materials and training; the high school component (ages 14 to 18) is currently under development, with curricula and training guides expected to be published in 1991. Also available is the Operation S.M.A.R.T. Research Tool Kit, a set of fun evaluation measures that girls can use to measure their own and each others' attitudes toward math and science and that program leaders can use to evaluate their program.

METHODOLOGY

Contact Girls Clubs of America for information on how to establish an Operation S.M.A.R.T. program in your community. Some restrictions apply, depending on whether there is a Girls Club in your area. Call or write the Operation S.M.A.R.T. office at:

Girls Clubs of America, Inc.
30 East 33rd Street, 7th floor
New York, New York 10016

(212) 689-3700

OTHER PROGRAMS

The preceding five projects are models. You can do them as presented or modify them to meet the interests and needs of your membership and community.

Many of our 127 pilot programs were creative in their approach to advocacy for girls. Below are a few examples.

The Clarksburg, West Virginia BPW held a ***Choices*** seminar for 48 Upward Bound high school girls. The program was so well received that a follow-up session was requested.

In Dallas, the BPW has worked in cooperation with the Dallas Girls Club to coordinate career fairs.

Doris Carpenter of Lincoln, Nebraska, coordinated a one-on-one mentoring program for teen women residents of a group home. She trained eight facilitators, each of whom went through the ***Choices*** curriculum with one student.

In Clarksburg, West Virginia, Sally Egan coordinated a one-day career seminar for displaced or unemployed women in conjunction with the United Career Center. The seminar utilized the ***Changes*** curriculum.

In Charleston, West Virginia, a three-tiered project included:

1) making and distributing career packets to be distributed to teenage girls for two days each at three local malls, and sending announcement fliers to local junior high counselors.

2) having committee members speak at Career Day and participate in a career shadowing project.

3) selecting 25 area girls to participate in a Scholarship Award Project; sponsoring a Christmas reception for the girls and their mothers; giving girls a career packet with interest inventories, and a list of BPW members available for career shadowings; and awarding a scholarship at a spring dinner.

The Ord, Nebraska BPW held a seminar for junior and senior girls, covering much of the material from ***Choices***, including the values survey, "Women in the Workforce," conducting informational interviews, career research, goal setting and getting financial aid.

In Hiawatha, Kansas, the ***Choices/Challenges*** curriculum is used at the middle school as one of the "clubs" which students can choose to participate in each nine weeks. The club meets weekly for 40 minutes.

The BPW of West Erie County in Girard, Pennsylvania held a Student-Parent Seminar on a Saturday morning. The seminar included several exercises from ***Choices*** and a discussion of a full ***Choices*** program to be offered at a later date. According to coordinator Winnie Lethbridge, "The parents gave us some wonderful ideas."

In Fremont, Nebraska, members of the local BPW teach a six week ***Choices*** class in the local high school. Two members act as presenters each week.

In Nova, Nebraska, the BPW is working with residents of two group homes and one foster home on a one-to-one basis. All girls entering one of the group homes are now required to take part in the ***Choices*** project. The Department of Social Services donated the books.

In Minnesota, the St. Paul BPW sponsored a 1 1/2 day seminar covering the entire ***Choices*** curriculum. One day's schedule went from 8 a.m. to 4 p.m. About a month later, an 8 a.m. to 12:30 p.m. session completed the course.

In Osawatomie, Kansas, the ***Choices*** materials are being used with adolescent inpatients in a psychiatric setting.

The Tupper Lake, New York BPW sponsored two two-hour workshops on values clarification, decision making and budgeting for all interested high school girls.

The Monticello-Big Lake BPW in Minnesota set up a mentoring program for local Girl Scouts.

In Red Wing, Minnesota, a ***Choices*** project was included as a training component for participants in the Summer Youth Employment and Training Program. Students were paid for attendance at the sessions, which were implemented by the local BPW and Citizens Action Council.

A very successful career seminar in Scottsbluff, Nebraska involved 82 girls, 45 presenters and 15 additional women from the Panhandle BPW.

They distributed a mentor list with the names of nearly 70 women willing to talk about their jobs with interested teens. Those attending the career seminar were encouraged to "contact the following professional women if you have questions concerning career choices and life planning. They will also be glad to help you as you begin working through your ***Choices*** journal." Mentors represented a wide variety of career fields, including law, finance and banking, business ownership and management, computer science and computer accounting, and many more.

The Arizona Cactus-Pine Girl Scout Council has adopted ***Choices*** as a regular part of their program. Girls go through the curriculum during a weekend retreat.

The Casa Grande, Arizona BPW reported last year that: "The Pinal County Prevention Project is involved in training and joining BPW to utilize ***Choices*** in their school program. The Central Arizona College is looking at using portions of ***Choices*** as part of their curriculum. Contact has been made with youth and domestic violence shelters in Casa Grande to offer ***Choices*** and ***Challenges*** while residing during crisis time."

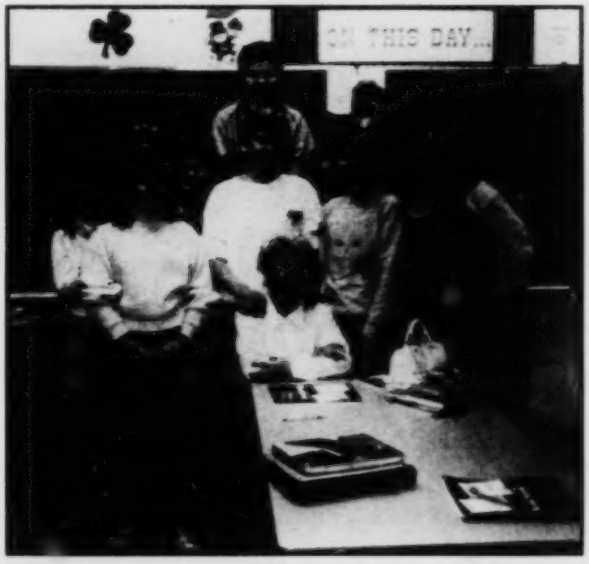
The Tucson/UofA BPW worked with T.A.P. to provide books to pregnant teenagers finishing high school.

The Intermountain-Fall River Mills, California branch of AAUW co-sponsored a one-day ***Choices*** workshop. Follow-up meetings were held at two high schools, and plans have been made to include the curriculum in freshman orientation or physical education classes at one school, and as an after-school activity at another.

The Morgantown, West Virginia BPW held a one day seminar on career choices. Each girl was given a calculator which they used in completing the budget section.

The Boise, Idaho BPW has implemented the ***Choices*** material in a home for unwed teen mothers. The material is used in small class settings.

The Humboldt, California AAUW co-sponsored a two-day ***Choices*** curriculum training attended by representatives from the schools and community organizations. The branch also sponsored a 10-week ***Choices*** course for young women from various high schools in the area.



Fundraising

What one has to do usually can be done.
Eleanor Roosevelt

DETERMINING YOUR BUDGET

Before you can begin raising funds, you need to determine exactly how much money you need, and how you will spend it. Some groups may need only $50 to become operational. Others may request as much as $5,000.

What do you want funded? Possibilities include:

* services of a professional counselor to lead the Mother-Daughter groups
* sending a local teacher to Santa Barbara for training
* paying a local teacher to direct a class
* a local training session for BPW members or school personnel
* a Math-Science Fair
* refreshments for a math and science fair or a career day
* a one day ***Choices*** retreat
* a set of books for local schools or community groups
* a field trip to a local business or nearby college

FUNDRAISING

When you've determined how much your project will cost, you can start thinking about where you will get the money you need. If your project requires little expenditure, your organization may be able to use existing funds. If you need to raise special monies, however, there are several ways to do it.

The most obvious way is to hold a fundraiser — have a bake sale or a boutique or — less traditional — have a book sale. Advocacy Press makes its books available at special rates when service organizations are raising funds for a **Women Helping Girls With Choices** project. Call the marketing department at Advocacy Press for details, (805) 962-2728.

You might also consider holding a special event to raise money for your project. You'll find one example later in this chapter. But there are countless possibilities here. Ask for suggestions from other members of your group or other groups in the community.

You can ask a local foundation, corporation or individual to fund your project. Read on for details about how to do this.

Or, finally, you can ask for government funding. Every state now has a sex equity coordinator, funded by Carl Perkins Vocational Education Act, and more funds are becoming available for community-based organizations. You will learn more about this type of funding later in the chapter.

The Grand Rapids, Minnesota BPW went after and received funds from a wide variety of sources, including businesses, the local education association and both men's and women's service organizations.

The Buffalo County BPW in Kearney, Nebraska received a contribution of up to $1,000 from the Girl Scout Council for a career planning symposium. Kearney State College provided $300 to help pay for lunch for conference participants.

FUNDRAISING THROUGH GRANTS

Grant monies are available from individuals, businesses and foundations. For your purposes, it is wise to consider local and state funders only. You may not think there is much prospect of finding funds in your community, but you might be surprised. Many benefactors are reluctant to flaunt their generosity. So it is necessary to do a little research. How you approach your targeted funder will depend on who it is.

INDIVIDUALS Getting money from an individual works best if you have a contact. Poll your membership to see if anyone knows a local philanthropist. And try to find out what kinds of projects this person has supported in the past. Is he or she potentially sympathetic to your cause? If so, ask your contact to make an appointment.

Discussing your proposal over lunch or tea is a pleasant way to conduct this meeting. The contact person should be present, as well as someone from your organization thoroughly versed in the issues and goals of your project. Of course, you need to know how much money you want, and specifically how you will use it.

BUSINESSES OR CORPORATIONS While many businesses make funds available to local projects, they usually want to know how they will benefit — usually in terms of publicity or good will. Approaching them should be done more formally than approaching an individual. You will need to have a written proposal outlining the need for the project, its goals and how much it will cost.

Debbie Davis, the WHGWC coordinator in West Virginia, reports that banks and utility companies have been particularly receptive to helping local projects. In return for each $100 contribution, the company earns 10 stickers which are placed on copies of ***Choices***, stating that the books are available courtesy of the sponsoring company.

In addition to businesses, consider asking real estate groups, the Community Chest, a public relations group, the Chamber of Commerce, the Rotary, Lions or other service club, the United Way (many have special project funds), the PTA, and so on.

The Willmar BPW and AAUW collectd $10 scholarships from members instead of raising funds outside the group. Each woman subsidized a high school student's expenses for their one day career symposium.

Phoenix Girl Scouts and BPW received a donation of $2,500 from the Digital Equipment Corporation to get its Choices program up and running.

The BPW in Grand Island, Nebraska, wrote and received a grant of $1,400 from the United Way Venture Grant Fund.

FOUNDATIONS Foundations usually have specific guidelines concerning what kinds of projects they will fund, and how proposals must be submitted. They will happily provide these guidelines upon request.

A bigger problem may be finding the foundations themselves. But, just because you've never heard of a local foundation, don't assume that there are none. Do a little research. Go to your local library to see what information is there. Ask the Chamber of Commerce. Call the trust departments at local banks (they often oversee these foundations). Lawyers are often aware of community foundations, too.

THE GOVERNMENT State monies are becoming increasingly available for local projects.

The AAUW in Laredo, Texas received Carl Perkins funds to work with both re-entry and teen pregnancy prevention programs in a junior college Women's Center.

Nancy Jackson, president of the New Jersey state AAUW, says their Carl Perkins grant has allowed AAUW to hire a coordinator who trains branch facilitators heading "Choices" projects. One-third of New Jersey's Branches now participate: some with high-risk girls in schools for the disabled and half-way houses, others in Mother-Daughter projects with sixth graders, still others in coalition with YWCA, Girls Clubs and Girl Scouts. Nancy says the Division is ready now to "think big," knowing the state agency funding says that AAUW is doing something important.

Debbie Davis in West Virginia has received two sex equity grants from Carl D. Perkins funds through the West Virginia Department of Education.

The Concord BPW in North Carolina worked out a plan with Rowan-Cabarrus Community College to assist in offering ***Changes*** workshops under the school's Community Education grant. They received about $500 for each of two meetings with which to pay speakers, do publicity and cover incidental expenses.

Iowa BPW received a grant of $6,100 from the Iowa Department of Education, citing their project's effectiveness in keeping students in school and preventing teen pregnancy.

WHAT IS THE CARL D. PERKINS VOCATIONAL EDUCATION ACT?

The Carl D. Perkins Vocational Education Act of 1984 charged vocational education with the responsibility to provide training opportunities that lead to jobs and ensure that traditionally underserved individuals receive services. There is a single parent/homemaker set-a-side that provides vocational education training and services that enable this population to better support themselves and their families. There is also a sex equity set-a-side for females 14 to 25 years of age who are at risk of becoming feminization-of-poverty statistics. The different *Choices* curricula directly address the needs of this population.

Each state has a sex equity coordinator who is charged with the duty of allocating and monitoring the federal monies within the state so that the mandates of the act can be accomplished. Community-based organizations as well as school districts may apply for these funds.

Contact your state sex equity coordinator and find out when its annual funding cycle begins. Ask to be put on the mailing list and to receive newsletters and request for proposals. If there is a regional sex equity coordinator in your part of the state, get the name and phone number and make contact. Even if you don't plan to apply for monies from this act, your state sex equity coordinator is very knowledgeable about programs (if any) in your area and would be a good resource for you.

Consider forming a coalition with other branches of your organization throughout the state if you are going to apply for state funds. Although this is not mandatory, it will make your proposal stronger.

A list of state sex equity coordinators follows. Contact yours to find out how to apply for funds.

In many states AAUW and VEEC leaders have connected to do the job. The New Jersey Division received a $33,100 grant from sex equity funds to deliver the *Choices* curriculum in their state.

Gender equity monies were very important to the pilot projects of **Women Helping Girls With Choices**. Minnesota, Iowa, Nebraska, Kansas, Texas and West Virginia each received money from this federal act.

EQUITY LIST

ALABAMA
MAE WILLA MASON
Voc. Ed. Equity Specialist
State Department of Education
State Office Building, Room 812
Montgomery, AL 36130

ALASKA
NAOMI STOCKDALE
Sex Equity Coordinator
801 West 10th St.
Pouch F - Alaska Office Building
Juneau, AK 99811

ARIZONA
JENNY ERWIN
Specialist—Equal Vocational Opportunities
State Department of Education
1535 W. Jefferson St.
Phoenix, AZ 85007

ARKANSAS
EDITH EHRMANN
Supervisor, Sex Equity Program
Executive Building, Ste. 520
2020 W. 3rd. St.
Little Rock, AR 72202

CALIFORNIA
CONNIE GIPSON, Consultant
State Department of Education
Vocational Education
721 Capitol Mall, 4th Flr
Sacramento, CA 95814

COLORADO
CAROL VOTE
Sex Equity Specialist
Colorado Community College
Occupational Education System
1391 North Spear Blvd.
Denver, CO 80204-2554

CONNECTICUT
DIANA WOOLIS
Specialist, Sex Equity
Division of Vocational Education
State Department of Education
25 Industrial Park Way
Middletown, CT 06457

DELAWARE
CAROL O'NEILL MAYHEW
Coordinator, Sex Equity Programs
State Department of Education
Dover, DE 19901

D.C.
EUNICE WRIGHT-JONES
Sex Equity Coordinator
Division of Vocational Education
Presidential Building
415 Twelfth
Washington, DC 20004

FLORIDA
CHARLOTTE CARNEY-GORE
Voc. Ed. Equity Administrator
Department of Education
Division of Voc. and Adult Ed.
5405 W. Cypress St., Ste 202
Tampa, FL 33607

GEORGIA
ANN LARY
Coordinator, Vocational Equity
Office of Vocational Equity
1762 Twin Towers East
Atlanta, GA 30334

HAWAII
BARBARA TAVARES
Coordinator Special Services
4684 Kalanianaole Highway
Honolulu, HI 96821

IDAHO
DAN PETERSEN
Voc. Ed. Equity Coordinator
State Department of Education
Len B. Jordan Bldg.
650 W. State St.
Boise, ID 83720

ILLINOIS
JOE TUREK
Sex Equity Supervisor
State Board of Education DAVTE, E-426
100 North First St.
Springfield, IL 62777

INDIANA
WENDY HELTON
State Coordinator for Equity
Commission on Vo-Tech Ed.
325 West Washington St.
Indianapolis, IN 46204

IOWA
MARY WIBERG
Sex Equity Coordinator
State Department of Education
Grimes State Office Building
Des Moines, IA 46204

KANSAS
CHERYL HENDERSON
Specialist, Vocational Equity
State Department of Education
120 E. 10th St.
Topeka, KS 66612

KENTUCKY
BETTIE TIPTON, Director
Equal Vocational Opportunity
State Department of Education
Capitol Plaza Towers, Rm. 2031
Frankfort, KY 40601

LOUISIANA
JOY JOSEPH
Supervisor, Sex Equity
Office of Vocational Education
State Department of Education
P.O. Box 44064
Baton Rouge, LA 70804

MAINE
EDWARD MAROON
Affirmative Action Officer
Vocational Education
Dept. of Ed. and Cultural Services
State Department of Education
Augusta, ME 04330

MARYLAND
JUNE WILSON
Vocational Equity Specialist
Vocational Education Division
State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201-2595

MASSACHUSETTS
MAUREEN SHANNON
Sex Equity Coordinator
Division of Occupational Education
State Department of Education
1385 Hancock St.
Quincy, MA 02169

MICHIGAN
SHERRY ANDERSON
Vocational Equity Coordinator
Voc-Tech Education Services
Michigan Department of Education
P.O. Box 30009
Lansing, MI 48909

MINNESOTA
SHIRLEY WALKER
Coordinator for Expanded Career Choices
State Department of Education
Capitol Square Bldg.
St. Paul, MN 55101

MISSISSIPPI
HOLLY MOTHERSHEDD
Program Officer
State Department of Education
P.O. Box 771
Jackson, MS 39205

MISSOURI
GEORGANNA BEACHBOARD
Director Special Vocational Services
State Department of Education
P.O. Box 480
Jefferson City, MO 65102

BEST COPY AVAILABLE

MONTANA
SYLVIA CLARK
Human Resource Development
Commissioner of Higher Education
33 S. Last Chance Gulch
Helena, MT 59620-2602

NEBRASKA
SHARON KATT, Director
Equal Ed. Opportunity in Voc. Ed.
P.O. Box 94987
310 Centennial Mall South
Lincoln, NE 68509

NEVADA
Bill Trabert, Director
Elimination of Sex Bias
State Department of Education
400 King St.
Carson City, NV 89701

NEW HAMPSHIRE
NISHMA DUFFY
Consultant, Equal Access
Division of Vo-Tech Education
State Department of Education
105 Loudon Road
Concord, NH 03301

NEW JERSEY
BETTY STAMBOLIAN, Director
Office for Women in Equal Access
State Department of Education
225 W. State St.
Trenton, NJ 08625

NEW MEXICO
MURIEL GRUBBS
Coordinator, Equal Voc Ed Opp.
Vocational Education
State Education Building
Santa Fe, NM 87503

NEW YORK
MARY ANN ETU, Equity Coordinator
State Department of Education
Room 471EBA, Twin Towers
Albany, NY 12234

NORTH CAROLINA
DORIS JACOBS
Coordinator for Sex Equity
Division of Vocational Education
Education Building
Raleigh, NC 27611

NORTH DAKOTA
NANCY THORNDAL, Coordinator,
Educational Equity in Voc. Education
State Vocational Education Board
State Capitol
Bismarck, ND 58501

OHIO
CAROL WHITNEY
Sex Equity Supervisor
Division of Vocational Education
65 South Front St.
Columbus, OH 43215

OKLAHOMA
LOU ANN HARGRAVE
Director, Educational Equity
State Department of Vocational and
Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074

OREGON
HILDA THOMPSON, Specialist
Vocational Equal Education
State Department of Education
700 Pringle Parkway, SE
Salem, OR 97310

PENNSYLVANIA
NATHANIEL GADSDEN
Sex Equity Coordinator
State Department of Education
Box 911
Harrisburg, PA 17126

PUERTO RICO
SARA VELAZQUEZ
Sex Equity Liaison
Vo-Tech, High Skills Program
Department of Education
P.O. Box 759
Hato Rey, PR 00919

RHODE ISLAND
LINDA NIGHTINGALE GREENWOOD
Sex Equity Consultant
State Department of Education
Bureau of Voc/Adult Education
22 Hayes St.
Providence, RI 02908

SOUTH CAROLINA
SHIRLEY CALLEN
Sex Equity Consultant
Division of Vocational Education
State Department of Education
Rutledge Building
Columbia, SC 29201

SOUTH DAKOTA
JUDY RICHARDS, Supervisor
Equality in Vocational Education
State Department of Education
State Office Building No. 3
Pierre, SD 57501

TENNESSEE
PEARL MERRITT, Specialist
Equal Vocational Opportunity
State Department of Education
213 Cordell Hull Building
Nashville, TN 37219

TEXAS
CHRISTINE SMART
Coordinator, Equal Access
Occupational Ed. and Tech.
Texas Education Agency
201 East 11th St.
Austin, TX 78701

UTAH
BARBARA HALES
Equal Opportunity Specialist
Division of Vocational Education
Utah State Office of Education
250 East 5th St., South
Salt Lake City, UT 84111

VERMONT
MARY MULLOY
Consultant, Voc. Sex Equity
Vo-Tech Education
State Department of Education
Montpelier, VT 05602

VIRGINIA
ELIZABETH HAWA
Sex Equity Coordinator
State Department of Education
Richmond, VA 23216

WASHINGTON
HARRIET GLEASON
Sex Equity Coordinator
State Board for Voc. Education
State of Washington, Mail Stop LS-10
Olympia, WA 98504

WEST VIRGINA
MARY KAY HARRISON
Vocational Sex Equity Coord.
State Department of Education
1900 Washington St. East
Charleston, WV 25305

WISCONSIN
FRANCES JOHNSON
Sex Equity Coordinator
Vo-Tech Adult Education Board
4802 Sheboygan Ave.
7th Floor, Box 7874
Madison, WI 53707

WISCONSIN
BARBARA BITTERS
Vocational Equity Coordinator
Department of Public Instruction
125 South Webster St., Box 7841
Madison, WI 53707

WYOMING
LOIS MOTTONEN
State Department of Education
Programs Supervisor
Vocational Education
Hathaway Building
Cheyenne, WY 82002

WRITING A GRANT REQUEST

On the following pages we've included sample requests for funding each of the model programs described in this handbook. If your group has decided to do a model project, you can simply take the appropriate proposal, make adjustments to fit your situation and determine your budget.

If you are requesting funds for a different project, you will need to put your own proposal together. But you can model your request on these examples. Your proposal should include all the parts that our models do (statement of need, plan of operation, etc.). Perhaps you can do some cutting and pasting, taking pieces of the models that are appropriate for your project.

All proposals should be submitted with a short cover letter on your organization's stationery. You might also include an appendix of additional materials, such as copies of your brochures, your operations plan, short biographies of key volunteers, or current news clippings about your project or organization. Call the Marketing Department of Advocacy Press for a copy of a press packet with appropriate news releases. Allow two weeks for delivery. Package the whole thing neatly in a folder, send it off and wait for good news!

Special Tip: If someone in your organization knows a member of the funding source board ask them to:

- co-sign the cover letter
- send the person a note of endorsement for the project
- take the funding source board member to lunch with one or two members of the project committee

SAMPLE COVER LETTER

(Use your organization's letterhead)

Dear *(funder)*:

This year, thousands of young people across America will benefit from the **Women Helping Girls With Choices** Project, a national program developed by the Girls Club of Greater Santa Barbara, California, and sponsored locally by *(your organization)*. With your contribution of *(amount)*, we will be able to help *(approximate number)* *(your town)* youngsters prepare for brighter futures, more rewarding lives.

(Insert paragraph about your project here; ideas on the next page.)

The enclosed proposal explains the project more fully. Please call me at *(phone number)* if you have questions. We look forward to hearing from you soon.

Sincerely,

name
organization
position

IDEAS FOR INSERTION PARAGRAPHS IN COVER LETTER

Mother-Daughter Choices

The ***Mother-Daughter Choices*** program we envision is designed to strengthen communication between mothers and their sixth grade daughters. It tackles the psychological, physical and social problems of puberty, and counters the increased peer pressure and decreased respect for parental opinion that usually accompany entry into junior high. It also clarifies the need for girls to examine their attitudes about their futures and their career expectations; creates a career choice support system between mothers and daughters; helps them discover effective ways to solve problems, set goals and make decisions; promotes assertive, responsible behavior; and motivates girls to expand their visions of themselves and their capabilities.

Choices-Challenges Program in the Schools

The *Choices* and *Challenges* curriculum we hope to integrate within the local schools has already been used by more than a half million young men and women, both in the United States and abroad. The books cover such traditional topics as values clarification, goal setting and decision making, skill and aptitude analysis, financial planning, stress management, and assertiveness. It also demonstrates to young women the necessity of being economically self-sufficient; and to young men the importance of being more than that — of having a life outside their career.

Career Planning Symposium: Mixing Career and Family

The career planning symposium for high school girls which we envision will emphasize long-range strategies for mixing career and family life. Current statistics show that 51% of women with children under the age of one year are in the workforce. A dozen years ago, that figure was just 31%. Unfortunately, while the expectation of marriage and children reinforces a man's resolve to prepare for and seek work, it often undercuts a woman's motivation. Our one-day symposium will demonstrate to these young women that, contrary to what they may believe, preparing for a career that offers higher pay and flexible hours will give them the freedom they need for successful parenting, thereby encouraging them to stay in school and diligently prepare for a career.

Math-Science Fair

The Math-Science Fair we propose to hold for girls in the sixth, seventh and eight grade is meant to help turn around a dangerous situation. Tests show that grade school girls score consistently higher than boys on the standardized math tests. Yet, when they reach junior high, the girls' grades tend to plummet. The main reason for this turn-around seems to be one of attitude: that of the students, their teachers, and their parents. Since a solid background in math and science is necessary to enter a majority of higher-paying careers, this situation can put young women at a financial disadvantage for the rest of their lives. The fair will motivate students to take their math and science education seriously by showing how doing well in these classes will open many options for their future lives.

SAMPLE REQUEST FOR FUNDING
CHOICES AND *CHALLENGES* CURRICULUM

Today, millions of mothers and children in this country are living in or near poverty. A major contributor to this unacceptable fate is that young women — women who are still in school and have yet to make major life-altering choices — have not been convinced by a traditional education that they need to prepare for a career that can adequately support them and their children. They still believe that someone else will take care of them.

In order to over come the Cinderella fantasies that still plague young women, it is important to begin a career-awareness program early, while teens are just beginning to make the decisions that will have an impact on their futures. Before young women can be expected to make wise career decisions, they must be convinced that they need to know how to support themselves. This is one major difference between career education for young men and young women. The boys generally have already accepted the fact that their adult years will be spent in the work force.

By introducting the ***Choices*** (for young women) and ***Challenges*** (for young men) curriculum in our schools, we can begin to impress upon teens the importance for all adults to lead balanced, self-sufficient lives. This curriculum, now used in hundreds of schools all over the country, has been hailed by such magazines as *Seventeen, Family Circle,* and *Working Mother*. It is widely endorsed for its success in teen pregnancy prevention and dropout prevention, as well as for motivating them to expand their visions of their future. In addition, students learn about values clarification, goal-setting, decision making, skills and aptitude analysis, marketplace exploration, job search techniques, financial planning, stress management, and assertiveness.

It is vitally important to teach these concepts to teens. Though evidence points to a much different reality, most still believe that they will live a 'Father Knows Best' lifestyle in which mothers never work outside the home, fathers never do the dishes, money is not a problem, and no one ever gets tired or angry.

The facts are: 68.4% of women between the ages of 25 and 55 hold jobs outside the home; more than half of all mothers with children under the age of one (1) work for pay; most women work because of economic necessity, and most are still responsible for the bulk of housework and childcare as well. Six million American women are the sole support of families with children under the age of 18, and a large number of these families are living in poverty.

However, women aren't the only losers. Men who concentrate their efforts on making money, often at the expense of their families, their marriages, and their health, also need to realize what they can gain from leading a well-balanced life. ***Choices*** and ***Challenges*** can help all our young people prepare for more satisfying lives.

Most women today work for pay, and most of them do it because they need the money. A young women entering adulthood with mistaken notions about her economic future can expect to live out her life under unnecessarily difficult circumstances.

Statistics show that:

* 68.4% of women with children under the age of one year hold jobs outside the home.
* In June, 1987, 51% of women with children under the age of one year were in the workforce. In June, 1976, that figure was 31%.
* In a survey of girls aged 13-17, 81% did not expect to work outside the home if they had children.
* A majority of today's teen women will work outside the home for 26-45 years.
* 90% of all single-parent households are headed by women.
* Six million American women are the sole support of families with children under the age of 18.
* Two out of five of today's girls will be heads of households at some point in their lives.
* The average wage for working women is still only 68% of the average wage earned by men.
* A woman with a college degree can expect to earn about as much as a male high school dropout.
* Young women with specific goals for their future are significantly less likely to become pregnant than teens without career plans.

GOALS AND OBJECTIVES

The ***Choices*** and ***Challenges*** curriculum is designed to meet the following goals:

* to help all students learn basic skills in financial planning, goal setting, decision making and career planning
* to clarify the need for young women to examine their attitudes about their futures and their career expectations
* to motivate students to stay in school, stay away from drugs and avoid pregnancy

Goals for implementing the program locally include:

* getting the curriculum into the schools
* purchasing books
* training an instructor
* evaluating the program's success

PLAN OF OPERATION (See pages 93 to 103 for ideas)

BUDGET

SAMPLE REQUEST FOR FUNDING/MOTHER DAUGHTER CHOICES PROGRAM

It is a cruel fact that important career and life decisions are often made early in life, before alternatives are considered or consequences weighed. Sometimes these decisions work out well. Too often they have tragic and irreversible effects. Girls, in particular, need information, recognition, encouragement and support if they are to make the best choices for themselves as they enter adolescence.

The *Mother-Daughter Choices* program is a grass roots attempt to bring vital information to young women. It teaches them to believe in their own worth and their abilities, and it gives them the tools to make wise decisions and to achieve their goals.

Media and peer influences tell young women they have to be pretty, sexy and popular. The *Mother-Daughter Choices* program tells them they also need to be smart, educated, money-wise and prepared to support themselves. As has been shown by numerous studies, the girl who believes in herself and in her potential for success is less likely to become the pregnant teen, the dropout, the suicide statistic or the single parent.

Other studies indicate that *mothers* are the most important influence on the future plans and aspirations of their daughters - especially those in their middle-school years, grades five through eight. Using that influence wisely can be among the most important accomplishments in a parent's life. And enhancement of a parent-child communication is a primary goal of this innovative project.

Mother-Daughter Choices programs are organized and directed locally, with groups kept small enough to be personal; usually they consist of six to eight girls and their mothers. Participants meet once a week for six weeks in a relaxed and informal setting. Materials for the sessions are selected from the book ***Choices: A Teen Woman's Journal for Self-awareness and Personal Planning***. This curriculum has been used by over a half million students, both here and abroad. A ***Coordinator's Handbook*** offers step-by-step instructions for setting up and directing a program.

A local program can be set up and kept going with a contribution from you. Dollars can provide both the materials for an initial group of participants, and the training for a permanent volunteer program coordinator.

STATEMENT OF NEED

Most women today work for pay. And most of them do it because they need the money. A young woman entering adulthood with mistaken notions about her economic future can expect to live out her life under unnecessarily difficult circumstances.

Statistics show that:

* 68.4 of women between the ages of 25 to 55 hold jobs outside the home.
* In June, 1987, 51% of women with children under the age of one year were in

the workforce. In June, 1976, that figure was 31%.

* Six million American women are the sole support of families with children under the age of 18.
* Two out of five of today's girls will be heads of households at some point in their lives.
* A majority of today's teen women will work outside the home for 26 to 45 years.
* The average wage for working women is still only 68% of the average wage earned by men.
* A woman with a college degree can expect to earn about as much as a male high school dropout.

Mothers can be a major influence on their daughter's feelings about school, marriage, jobs, and children. But timing is important. As girls enter junior high school, peer pressure can be overwhelming. If communication with parents isn't firmly established by then, it is not likely to occur.

GOALS AND OBJECTIVES

The *Mother Daughter Choices* project is designed to meet the following goals:

1. to enhance mother-daughter communication and mutual respect
2. to clarify the need for girls to examine their attitudes about their futures and their career expectations
3. to provide training for a permanent local volunteer coordinator to keep the program going
4. to recognize funding sources for sponsorship of this innovative program
5. to evaluate the program's success
6. to organize ongoing groups

PLAN OF OPERATION (See pages 104 to 109 for ideas)

BUDGET

SAMPLE REQUEST FOR FUNDING CAREER PLANNING SYMPOSIUM MIXING CAREER AND FAMILY

For men, mixing career and family is not a problem. The demands of marriage and children do not detract from a male's ability to succeed in even the most demanding professions. In fact, they may be an asset. About 95% of men holding top corporate positions are married.

For women, it hasn't worked out that way. About one-half to two-thirds of those in high-powered positions are single or divorced, and most have no children. Young women who see this pattern as unacceptable for their own lives are understandably concerned. And many of them are lowering their career aspirations as a result.

A study of male and female high school valedictorians conducted by the University of Illinois showed that the young women consistently do better academic work than their male counterparts through college, but, by the time they graduate, many have changed their minds about their career choices. Usually, they have decided to go after a less ambitious position. This pattern does not hold true for the young men in the study.

The reason most young women give for lowering their career expectations is that, in high school, they hadn't considered how their work would affect their prospects for marriage and child rearing. And they believe that their family life will be enhanced if they settle for less demanding (and lower-paying) jobs.

This belief is mistaken. Most women now work outside the home (two-thirds of all married women between the ages of 20 and 34 in 1987), and the chances of becoming the sole support for a family are greater than they ever have been for women (six million American families with children under the age of 18 now fit this category). Young women who are scaling back their career plans are not doing their future families a favor.

The career seminar we will host for local high school girls demonstrates how increasing their career aspirations can also enhance their ability to be the kind of parents they hope to become. Up until now, career and life planning have most often been approached separately, as though there is no relationship between these two basic spheres of life. The seminar will bring the topics together to show how the kinds of jobs that take serious planning and preparation also usually provide the higher pay that can mean working fewer hours, and the flexibility that allows a parent to care for a sick child or attend a school play.

STATEMENT OF NEED

Young women today can expect their futures to hold both career and family responsibilities. Statistics show that:

* 68.4% of women between the ages of 25 and 55 hold jobs outside the home.
* In June, 1987, 51% of women with children under the age of one year were in the workforce. In June, 1976, that figure was 31%.

* A majority of today's teen women will work outside the home for 26-45 years.
* Six million American women are the sole support of families with children under the age of 18.
* Two out of five of today's girls will be heads of households at some point in their lives.
* The average wage for working women is still only 68% of the average wage earned by men.
* About 60% of divorced women are single parents.
* The average single mother earns about $9,000 per year.
* Private daycare centers charge about $80-$200 per child per week.
* Women occupy only 4% of the top management positions in society's major institutions.
* Nearly one-third of all working women are employed in just 9 of more than 500 job categories. These traditional "women's jobs" are generally low-paying, dead-end occupations.

GOALS AND OBJECTIVES

* To hold a one-day symposium for area high school girls on career planning for mixing work and family
* To create community awareness of the issues that face young women today as they plan for their futures as both workers and parents
* To publicize the event in the local media
* To educate school counselors on the issues and recruit their help in identifying symposium participants
* To form a speakers bureau to address parents and high school assemblies on the issues of the symposium

PLAN OF OPERATION (See pages 110 to 123 for ideas)

BUDGET

SAMPLES REQUEST FOR FUNDING
MATH-SCIENCE FAIR

A solid background in mathematics opens up more career opportunities than does knowledge of any other subject, but women are much less likely than their male counterparts to have that background. Of the 21,000 members of the American Mathematical Society, only 15% are women. Just 17% of the doctorates awarded in the field each year go to women. In computer programming classes, boys outnumber girls nearly two to one.

Girls, in general, do not see the relevance of math in their future lives. But it is time for them to take a closer look. Today, women can expect to spend about 30 years in the workforce. More than six million women head families with children under the age of 18. Without competency in math and technology, these women cut themselves off from many of the highest paying, most rewarding careers. And they limit their options at an extremely early age: Unless they have four years of high school math, they are not even eligible to major in two-thirds of all college programs.

The pattern of young women performing less well in math than young men seems to be repeating itself in computer classes. Again, this relegates females to the lower paying, less demanding jobs. In 1985, the Labor Department reported that women were 66% of the lower paid computer operators, but just 31% of the computer systems analysts were female, a much higher-paying position.

It's not that girls are any less able than boys to deal with math, science, or technology. Throughout elementary school, boys and girls perform about equally in math. And the Educational Testing Service of Princeton, New Jersey found little difference in achievement between the sexes in a required computer class.

The real key to the slackening in girls' achievements as they get older may be attributed to attitude: their own, their parents' and their teachers'.

In addition to thinking of math and technology as irrelevant for their lives, young women tend to avoid classes in these fields because:

* They lack the self-confidence boys often have to tackle new information.
* They have less experience in risk-taking, and are less willing than boys to fail or be wrong.
* They observe the over-representation of males in these classes, and feel that they do not belong.
* Friends, parents and teachers subtly, and not so subtly, discourage them from pursuing these courses of study.

Girls may also show less interest in math because they are not convinced that they will spend much of their adult life in the workplace. A recent report from the Census Bureau, however, shows that in June, 1987, 51% of women with children under the age of one were working outside the home. In June, 1976, that figure was just 31%.

The best way to convince young women to take math seriously may be to show them how having the right job, one that offers relatively high pay and flexible hours, will give them more options when it comes to raising their families.

Girls must see themselves as capable of learning math and science. They must have the support of their teachers, parents, and peers. They must understand the relevance a math education has for their future success. They need female role models in order to envision new careers for themselves. The Math-Science Fair we propose to hold will address these issues for middle-school girls.

STATEMENT OF NEED

Without a solid background in math and science, today's young women are putting themselves at a financial disadvantage for life. The facts are:

* Without four years of high school math, a student is not eligible to major in two thirds of all college programs.
* While 40% of graduating high school boys have taken three or more years of math, only 28% of girls have done the same.
* The number of males planning to major in the physical sciences and related areas is twice the number of females.
* The ratio of boys to girls in elective computer classes is three to one.
* In 1981-2, women earned 11% of all Bachelor's degrees in engineering.
* 68.4% of women between the ages of 25-55 hold jobs outside the home.
* 51% of women with children under the age of one year are in the workforce.
* Six million American women are the sole support of families with children under the age of 18.
* Two out of five of today's girls will be heads of households at some point in their lives.
* A majority of today's teen women will work outside the home for 25-45 years.
* The average wage for working women is still only 68% of the average wage earned by men.

GOALS

* to hold a one-day symposium for area sixth and seventh grade girls on career opportunites in math and science and the advantages these careers hold for women

PLAN OF OPERATION (See pages 124 to 135 for ideas)

BUDGET

SPECIAL EVENTS

Special events can be fun and profitable — but they can also be time-consuming, expensive and risky. Consider your community and your membership before deciding to go ahead with this type of fundraising activity.

An event that has proved particularly profitable for the Girls Club of Santa Greater Barbara is the One Hundred Committee/Women Helping Girls. Here's how the club describes it:

Some people like 'to see and be seen,' and on that theory the One Hundred Committee event was based. Initially we expected to attract only 100 women, hence the name '100 Committee'; but on the day of the event, 134 women came together at a lovely old estate, recently remodeled, to enjoy an elegant lunch and to learn about the needs of girls.

Jeri Rovsek recruited her co-chair from outside the Girls Club board and family, and together they formed committees of their friends and other Girls Club board members. Girls Club staff had only limited involvement. The committees targeted about 80 women who would be asked to be Founding Members of the event. **All were called,** (a key to success) and 64 agreed, paying $100 at that time. These early payments supplied money for expenses. One Honorary Chairwoman was selected, a woman highly respected in the community. The Committee selected the Honorary Members, all of whom had supported the club substantially in various ways, and they were guests of the club. Invitations were sent to about 300 more women selected by the committee as likely to attend such a gala event. Each was asked for a $100 contribution; some made donations but could not attend.

The committees hired a caterer who provided most of the food, beverage, service and wait help. The committees arranged for decorations, tables, chairs, sun umbrellas, music and parking attendants. The Girls Club's Women's Auxiliary baked cookies to accompany the dessert, and girls from the club served them. Two male board members volunteered to serve wine.

Each guest was presented a copy of ***Choices*** with a long-stemmed rose (all donated by a local nursery) attached to a note of thanks in calligraphy. Several speakers talked briefly about the needs of girls, the role of Girls Clubs, and what the assembled women could do to help.

Two feature reporters from the local newspaper were present and the event received excellent coverage from them. TV and radio coverage was not sought, since this was not a public event. Many women new to the Girls Club were made aware of our efforts and now receive all club mailings.

Our goal of 100 women was easily extended, and the event has now become an annual affair with over 200 in attendance. The event provides excellent publicity for this club and is an easy way to raise between $20,000 and $25,000.

Of course, your event can be less elaborate than the one described above. You might hold a tea instead of a luncheon. You might find ten benefactors instead of 100. Or you could request donations of $25, $50 or $75. (It's generally difficult to make a profit on fundraisers if you ask for less than $25. If your community cannot support contributions of that size, you should probably not consider this type of fundraising.)

If you decide to go ahead with an event, use the example above for guidance. Other hints: Identify eight to 10 prominent women in the community and ask them to serve as patrons. Your success in recruiting this group will help you decide whether or not to proceed with the plan. Try to put together a diverse group of women. This will help you recruit other funders from all parts of the community.

A wonderful thing about succeeding with an event of this kind is that it becomes an annual event. Women look forward to attending it, and often recruit their friends to take part, as well.

But there are other kinds of special events that may require less time and expense. WHGWC projects in Camelback, Arizona, and Coeur d'Alene, Idaho, for example, have held raffles. The grand prize in Arizona was a weekend for two at a resort. In Idaho, prizes were luxury items donated by local merchants.

You will need to find local businesses willing to donate the prizes (and they must be things people will want to have) and have raffle tickets printed. Your membership can do the selling. An enthusiastic, entrepreneurial group can do very well with a fundraiser like this.

The Midtowners BPW in Arizona conducted a fashion show to benefit their **Women Helping Girls With Choices** project. They raised over $1,000 at the event. Books from Advocacy Press were also available for sale at the show.

The Oak Hill, West Virginia BPW increased awareness of and raised funds for their project by selling stuffed bears dressed in ***Choices*** t-shirts.

A Family Fun Night helped raise funds for the Monticello-Big Lake BPW in Minnesota. The special event included a miniature golf tournament with prizes awarded, and an all-you-can-eat dinner of submarine sandwiches and salads.

"A Harvest Day of Mentoring," presented by the Tucson BPW, allowed women from a wide variety of backgrounds to spend a day networking for personal and professional growth. Lunch was served, display tables were available and, at the end of the day, the AAUW sponsored a reception. Proceeds went to **Women Helping Girls With Choices**. Here's an idea where everybody wins!

"Your best fund raising idea is selling books. Kansas has made all they need. The books really sell themselves!"
Carol Nigus
Kansas BPW
WHGWC Coordinator

BOOK SALES

One of the original goals of Advocacy Press was to provide women's organizations an opportunity to raise funds by selling books that promote their cause. This is also an entrepreneurial activity that allows members to gain experience in sales and promotion. And, in addition to raising money for the project, it raises consciousness and public visibility. (not to mention all the good it does for the children or young people who receive the books!)

Along with the books, Advocacy Press supplies samples of all the promotional materials you need to conduct a community-wide fundraising campaign. Your seven step plan is to:

1. Contact your local newspaper (using the news releases on pages 67 to 87 and book reviews supplied to you by Advocacy Press).

2. Contact your local radio and television stations (media flyers supplied, authors available for radio/phone interviews).

3. Provide specific details to news media about how their listeners, viewers or readers can obtain books from your organization.

4. Print information about your organization at the bottom of all promotional pieces, duplicate and distribute material (camera-ready art supplied by Advocacy Press for your flyer).

5. Contact local banks and businesses and ask them to display or sell the books for your organization (display dumps available for the *Choices* series).

6. Hold special meetings or events to introduce and sell the books. Offer to speak to community groups. Advocacy Press can provide additional sample speeches.

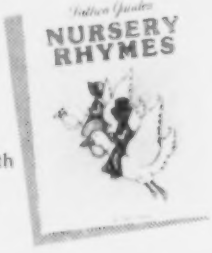
7. Take the books to any fairs, conventions and exhibits that your organization regularly attends.

For more information or a promo packet, call Penny Paine or Linda Wagner at (805)962-2728. FAX(805)963-3580.

Remember the obvious time of year to do book sales is September through December for the holiday season, or Spring for Easter and graduation gifts. Please be sure to place your order at least five weeks before you need books. An order form can be found on page 188.

Use the following display ad in your local newspaper or the local, state or national edition of your organization's magazine. Simply make a copy of this and have the publication prepare it for reproduction. Or, if you prefer, send $3.00 to cover expenses to Advocacy Press and ask for a camera-ready velox of the ad. In either case, you need to add your organization's name and information about ordering.

These two internationally acclaimed children's "concept" books make wonderful gifts!



Each book is 9" × 12" with enchanting full color illustrations, sewn and hard bound with dust jacket.

Imaginative, Beautiful, and Meaningful

My Way Sally

Sally, a fox hound puppy who befriends a fox, says no! And in this story set in the English countryside, she proves her point–not by shying away from her job, but by taking charge.

"Her Majesty . . . read it with pleasure, admiring, in particular, the illustrations, which she found quite charming.
Buckingham Palace

Hardcover / dustjacket 48 pages retail $13.95
ISBN 0-011655-27-1

Kylie's Song

Everyone knows koalas shouldn't sing! Kylie's unique talent is scorned by her neighbors. But with determination and hard work, she earns their respect and love.

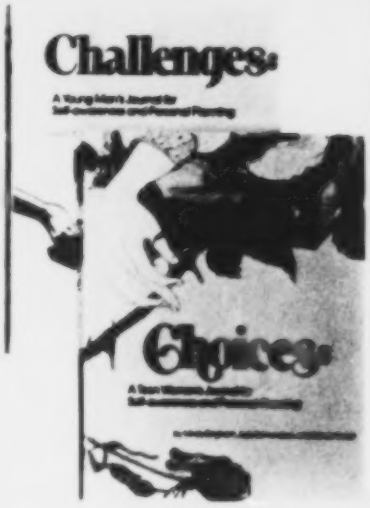
Hardcover / dustjacket 32 pages retail $13.95
ISBN 0-011655-19-0

Tonia the Tree

Even trees have to change if they want to keep growing. Understandably, Tonia finds the prospect of changing a frightening one. But convinced she will die if she stays where she is, the tree reluctantly agrees to be "uprooted."

Hardcover / dustjacket 32 pages retail $13.95
ISBN 0-011655-16-6

Is There a Teenager On Your Gift List?



Each book has
240 Beautifully
illustrated pages
8½" x 11" Softbound

Today's treasure, tomorrow's keepsake—a special, "meaningful" gift for teenagers. Each book is a valuable tool for goal-setting, choice-making, translation of dreams to realities.

"Should be required reading for women in their teens."

Jill Conway, Ph.D.
President, Smith College

"A real eye opener for any serious young man . . ."

Coach Sam Adams, 1984 Olympic Heptathlon and Decathlon Competition

"Gives girls a taste of reality."

USA Today

"Young people need to become more empowered in regard to their own education and life planning. Books like *Challenges* can help greatly in this effort."

Richard Katz, Ph.D.
Harvard Graduate School of Education

Both books destined to become classics.

Order from:

Please send me _____ copies of **CHOICES** _____ copies of **CHALLENGES** at each (ship. incl.). CA residents add 6½% sales tax. Allow 3 to 4 weeks for delivery. *(A check must accompany your order.)*

Ship to:
Name _____

Address _____

City _____

State _____ Zip _____

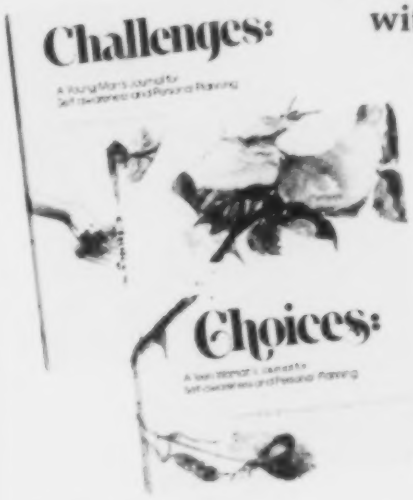
If this is a gift and you want it shipped directly we will include a special card, so please indicate how you would like the card signed.

_____

Don't miss this wonderful opportunity to help young people in your community plan realistically for their futures.

Use ***Choices*** and ***Challenges*** to participate in

Women Helping Girls with Choices



Your local organization can:

- Network with a local Girls Club or CBO to provide a ***Choices*** program.
- Advocate for and facilitate the use of the ***Choices*** and ***Challenges*** curriculum in your local Junior or Senior High School.

Challenges for young men
Choices for young women

Help is available!

Advocacy Press can offer step by step instructions, teacher training, sample grant requests, flyers, etc. Journals are available with quantity discounts. Call us today (805) 962-2728.

For single copies please send $14.95 per book (includes postage and handling) to:

Long-Range Planning

Successful people are just ordinary people with an extraordinary amount of persistence and determination.

FUTURE PLANNING

You've had a successful year, and your membership wants to continue working on behalf of girls. What's the next step? Here are a few ideas.

DO IT AGAIN

If your project was successful and can be repeated, why not do it again? By now you have an experienced membership, and repeating the project should be a snap. You might consider setting up a standing committee within the organization to keep the project going indefinitely.

TRY ANOTHER PROJECT

If your group thrives on a variety of experiences, you may want to try one of the other model projects. Or, perhaps, in the course of doing your first project you discovered a special need within your community. Design a project to meet it!

If you had a Math-Science Fair last year, try a S.M.A.R.T. project this year.

If you had a career planning symposium, work to get the ***More Choices*** curriculum into your schools.

If you placed the ***Choices/Challenges*** curriculum in your schools, have a career planning symposium.

If you did a Mother-Daughter Choices project, have a Math-Science Fair.

SET UP A FIVE YEAR PLAN

Ambitious organizations might decide to go through all of the model projects, one each year.

FORM A COALITION OF WOMEN'S SERVICE ORGANIZATIONS

You can strengthen your advocacy powers by bringing together the various women's service organizations in your community. You'll have more voices, more volunteers, more expertise and, most important, more clout to do the things that need to be done.

If you're very ambitious, you might try to accomplish the same things on a state-wide basis. Your state sex equity coordinator will be able to help. You'll find her name and address on page 147 and 148.

169

FORM A COALITION OF WOMEN'S AND GIRLS' SERVICE ORGANIZATIONS AND COMMUNITY-BASED AGENCIES

Again, you'll strengthen your abilities to serve all the young women in your community. Speaking as one, your coalition will be able to get things done that, acting separately, would be difficult or impossible.

TAKE YOUR SHOW ON THE ROAD

Make a presentation about your project at your organization's state convention. Offer encouragement and advice to other local groups who may want to do something similar in their community. Consider showing "Making Points" to the general assembly at your state convention.

Move on to a presentation at the national convention if you can!

Or, start a state-wide project, similar to those in the ten model **Women Helping Girls With Choices** states.

FORM A JUNIOR DIVISION OF YOUR ORGANIZATION

Ongoing relationships with young women can be extremely helpful to them. Positive role models are important — and hard to come by. Forming a junior division of your organization for high school students might be a good way for your members to serve as mentors or advisors. The girls will also have an opportunity to learn about your organization, and may become adult members. How about some groups like these?

Leaders of Tomorrow
Junior Junior League
American Association of Future University Women
Future Business and Professional Women
Soroptimists of Tomorrow

Julie Hable, as a senior at Monticello high school in Minnesota, worked toward her gold award for Girl Scouts by helping set up a local ***Choices*** program with BPW and Girl Scout leaders.

BECOME AN ASSOCIATE MEMBER OF GIRLS CLUBS OF AMERICA OR ANOTHER GIRL-SERVING AGENCY

As an associate member, you can start a "Girls Club Without Walls" in your community. Programs can be held in school gyms, churches, school rooms or other facilities. The Girls Club would provide resources, training, newsletters, etc.

For more information, contact: Director of Service Centers
Girls Clubs of America
National Resource Center
441 West Michagan St.
Indianapolis, IN 46202
(317) 634-7546

Every young girl today should know that she has choices. Our responsibility as working women is to ensure that every girl not only knows about them but that she truly has them.

Betty J. Forbes.
National BPW/USA President 1988-1989

START A GIRLS CLUB

This sounds ambitious. And it is. But it can be — and has been — done. The Girls Club of Santa Barbara was started in the mid 1950s by a coalition of women's service organizations, including Altrusa, the Assistance League, the Junior League and the Santa Barbara Women's Club. Thirty-five years later, the club serves over 200 girls a day with a full after school and vacation program that includes a computer studies program, theater arts, operation SMART, cooking, reading, sewing, arts & crafts, multi-media arts and a full range of athletic activities. A million dollar, Olympic standard gymnasium was added to the club complex last year. And, of course, the *Choices* curriculum, **Women Helping Girls With Choices**, and a variety of other projects and publications all began here. Today nearly every women's organization in the community supports the club.

HOW DO YOU FIND A FACILITY?

This is the biggest hurdle. But community block grants are available. Contact your city officials or your congressional representative for information. You might find a benefactor within the community. An elderly woman with no heirs might like to think of leaving such a valuable facility behind — and of being remembered through the Esther P. Jones Memorial Girls Club. The bequest may include a home that can become the club, or simply funds to buy another facility.

Penny Paine at Advocacy Press has another approach: If there's a Boy's Club in the community (one that doesn't serve girls), find out who funded it (assuming it hasn't been around for a hundred years). Go to those people or organizations and request equal support for the girls.

WHAT ABOUT OPERATING EXPENSES?

Contact your United Way or Community Chest to be considered for funding. Or request a three-year grant from a major corporation in town. Get annual organizational pledges from all the women's service organizations. Use your imagination.

IT'S EXCITING, IT'S REWARDING, IT'S WELL WORTH THE EFFORT!

There are still many women in Santa Barbara who were involved with starting the local club. Some are still actively involved. All can point with pride to the product of their efforts. Many thousands of girls have benefited from the work of these women!

For information on starting a Girls Club in your community, contact the Director of Service Centers, Girls Clubs of America, National Resource Center, 441 West Michagan St., Indianapolis, IN 46202, (317) 634-7546.

STAY IN TOUCH!

We hope you've found this handbook helpful. But the truth is, we need you more than you need us. Your ideas and successes are not only inspirational, but they serve as a spring board to help Advocacy Press develop new programs and publications. So, please put us on your mailing list for newsletters and WHGWC committee reports. Send them to:

Educational Services
Advocacy Press
P.O. Box 236
Santa Barbara, CA 93102

This handbook will be updated at each printing, so please let us know of your successes, ideas and concerns. We'd like to recognize your achievements in a future edition.

Thank you and good luck!!

We are a success:
When we have lived well, laughed often and loved much. When we gain the respect of intelligent people, and the love of children. When we fill a niche and accomplish a task. When we leave the world better than we found it, whether by an improved idea, a perfect poem or a rescued soul. We are successful if we never lack appreciation of earth's beauty or fail to express it. If we look for the best in others, and give the best we have.

Robert Louis Stevenson

Resources

In search of my mother's garden I found my own.

Alice Walker

RESOURCES

In this final section of the handbook, we've put together a variety of materials and information you may find helpful: where to go for help, how to get training, and how to order some of the books and other materials you may need to get your project going. In addition, you will find lists of other girl-serving organizations and short bibliographies of books and audio-visual materials we think are especially good.

Our list is by no means exhaustive. It includes only material we are familiar with and can recommend with enthusiasm. There are undoubtedly many other exceptional gender-equity titles around. If you find something wonderful, please let us know so we can review and share it with others.

> Many of the resources mentioned in this section can be ordered directly from Advocacy Press. Write for a free copy of ***Choices Network News*** which includes the necessary ordering information.

Betty Shepperd, one of our greatest resources.

TRAINING WORKSHOPS AND SEMINARS

While we take pride in the fact that all the materials of the ***Choices*** series are well supported with instructor's guides, videos and handbooks, many groups still want a trainer to come to their community or region to motivate their membership. There is some truth to the old saying, "An expert is someone from out of town with a brief case".

As you can see from the following materials we offer an extensive network of trainers and training opportunities. You might consider sending one of your members and/or the teacher from the school district responsible for implementing the ***Choices*** class to a Santa Barbara workshop. Or you might like to bring in a trainer to host a one-day training workshop for the surrounding school districts. Keynote speakers on advocacy for girls and early equity issues are available for the regional or state conventions of your organization. Look through the following material and give us a call.

2-Day workshops are offered three times a year at the beautiful La Casa de Maria in Santa Barbara.

2-day workshops are offered in February, May and November. Our workshops are held at the tranquil retreat and conference center, La Casa de Maria. Rooms are comfortable and quiet. Participants arrive Sunday afternoon and the workshop ends at 2:00 p.m. on Tuesday. A fee of $180.00 includes room (double occupancy), board and complete set of journals and workbooks.

Santa Barbara Airport is served by American Airlines and United Airlines. We are one and a half hours away from Los Angeles via ground shuttle services.

OR

We can tailor a workshop to your needs and train at the location of your choice.

Our trainers are available for out-of-town presentations and workshops.

For a brochure or reservations, call or write:

Educational Coordinator
Advocacy Press
P.O. Box 236, Santa Barbara, CA 93102
Telephone: (805) 962-2728 FAX (805) 963-3580

> Having Penny Paine come and do a WHGWC workshop launched our successful project. She provides the enthusiasm and gets everyone excited about what can be done for the future of today's girls.
>
> Carol Nigus
> Kansas BPW, WHGWC Coordinator

Let Us Motivate You and Your Organization with These Outstanding Programs and Workshops

> "The responses ranged from praise for the presentation and the materials to personal compliments for the presenters."
> *J. Troy Earhart, Commissioner*
> *State of Rhode Island Department of Education*
>
> "I have received many comments from trainees who thought the training was excellent. I whole-heartedly agree.
> *Judy M. Numbers*
> *BPW/Arizona "Choices" Coordinator*

Each Presentation Provides

* an overview of the issues
* everything needed to replicate the curriculum or incorporate the concepts into existing curricula
* step-by-step teaching instructions
* new and creative ways to work with teens, and practical, experiential approaches to presenting materials
* an opportunity for participants to network
* a forum for an exchange of ideas
* resource information assistance
* advocacy for girls in the family, community and schools

Choose from Our Menu of Programs and Services.

* breakout sessions at conferences
* half-day, full-day or two-day workshops
* panel participation
* consulting services
* keynote addresses

Each Presentation or Workshop is Tailored to Fit Your Needs!

Topics Include:

* Starting a **Women Helping Girls With Choices** project
* How to implement the ***Choices/Challenges*** curricula
* New career-planning strategies: the key to successfully mixing job and family
* Dispelling myths for tomorrow's Ms. — formulas for fighting the war on the feminization of poverty
* Mother-Daughter communications: the necessary ingredient for the successful transition to adulthood
* How to implement a Mother-Daughter Project in your community
* Motivating the gifted girl
* Adding a fourth "R" to your curriculum — REALITY
* Pre-career planning for high-risk populations
* Strategies for drop-out prevention and teen pregnancy prevention
* Career and life skills development for re-entry women
* Equity programs for the elementary school age

BOOKS & ARTICLES

The Forgotten Half: Pathways to Success for American's Youth and Young Families. Single copies of the full report are available at no charge from Youth and America's Future, The William T. Grant Commission on Work, Family and Citizenship, Suite 301. 1001 Connecticut Avenue, NW, Washington, DC 20036-5541.

Handbook for Achieving Sex Equity Through Education, The Johns Hopkins University Press, Baltimore, MD. $18.00.

Images: A Workbook for Enhancing Self-esteem and Promoting Career Preparation. Especially for Black Girls. Developed under the Circle Project at California State University, Sacramento, funded by the California State Department of Education. Send $6.00 to California State Department of Education, Bureau of Publications, Sales Unit, P.O. Box 271, Sacramento, CA 95802-0271.

Workforce 2000 is a booklet produced and distributed by the Department of Labor. You can obtain up to 500 copies for your distribution by contacting the U.S. Department of Labor, Employment and Training Administration, 911 Walnut, Suite 700, Kansas City, MO 64106, (816) 426-3796.

Working Toward Equity, a report by The Vocational Education Task Force, is available through the national Coalition for Women and Girls in Education, 1411 K Street N.W. Suite 930, Washington, DC 20005.

Eastman, Raisa. ***A Portrait of American Mothers & Daughters.*** Pasadena: New Sage Press, P.O. Box 41029, Pasadena, CA 91104, 1987.

Lenz, Elinor and Myerhoss, Barbara. ***The Feminization of America***. Los Angeles: J. P. Tarcher, Inc., a division of St. Martin's Press, 1985.

Lindsay, Jeanne. ***Teens Parenting: The Challenge of Babies and Toddlers***. Buena Park, CA: Morning Glory Press, 1981.

Michelson, Maureen R., ed. ***Women & Work***. Pasadena: New Sage Press, P.O. Box 41029, Pasadena, CA 91104, 1986.

Nicholson, Heather Johnston. ***Facts and Reflections on Careers for Today's Girls,*** Girls Clubs of America National Resource Center, 411 West Michigan Street, Indianapolis, IN, 1985.

Tavris, Carol with Baumgartner, Alice I. "How Would Your Life Be Different If You'd Been Born a Boy?" *Redbook*, February, 1983.

Wright, John W. ***The American Almanac of Jobs and Salaries***. New York: Avon Books, 1987. Revised. (An excellent resource, particularly when doing the budget exercise)

SELECTED AUDIO-VISUAL MATERIALS

These films and videotapes can be used as supplemental curriculum resources for volunteer training and in community education programs.

"**Another Half,**" 27 minutes. Bill Wadsworth Productions, 1913 W. 37th St., Houston TX 78731. (512) 487-2971. An award-winning video about two boys and their struggle to broaden the boundaries of their masculinity. It will stimulate discussion among both males and females concerning gender-role pressures, sex-role stereotyping, sexual responsibility and life planning.

"**First Things First,**" (video) 27 minutes. Bill Wadsworth Productions, 1913 W. 37th St., Houston TX 78731. (513) 478-2971. An award-winning film about teenage relationships which encourages thought and discussion about responsibilities regarding sexual behavior.

"**Follow Your Dream,**" 6 minute 30 seconds. Rock video that encourages girls to pursue nontraditional careers. YWCA, 9440 W. 25th Ave., Phoenix, AZ 85021, (602) 944-0569, 1988.

"**Gentle Angry People,**" Portrays women of all ages and circumstances who are living in poverty and talks about how we can help. Contact: Catholic Charities, USA, 1319 F Street NW, Washington, DC 20034, (202) 639-8400.

"**In Focus: Teen Women,**" Producer: Feline Productions in cooperation with GCA (1985, 30 min., 1/2" VHS tape). Distributor: GCA National Resource Center. Teen girls discussing the issues and decisions they face growing up today. Useful for raising community awareness and in facilitating teen discussion.

"**It's Okay To Say 'No Way',**" (music video) National Board, YWCA of the USA, Program Services Division, 726 Broadway, New York, NY 10003.

"**Jenny's Choice,**" Producer: Girls Clubs of Bethlehem, PA in cooperation with GCA (1983, 30 min., 1/2" VHS tape). Distributor: GCA National Resource Center. Depicts decision-making pressures on a 16 year-old girl planning her career. Written, directed, edited and produced by girls, staff and volunteers of Bethlehem, PA Girls Club.

"**Killing Us Softly,**" Producer: Jean Kilbourne. Distributor: Cambridge Documentary Films (New Edition 1987, 28 min.). P.O. Box 385, Cambridge, MA 02139. The film presents an in-depth look at the negative images of women in advertising. Uses advertising clips to illustrate the impact of the media on our perceptions of female and male roles. Uses a mixture of insight, humor and outrage to show that individual ads that seem harmless and "cute" add up to a powerful form of cultural conditioning.

"**Making Points,**" Producer: Girls Clubs of America (1981, 8 min.). Distributor: GCA National Resource Center for member Clubs; Direct Cinema Limited, P.O. Box 315, Franklin Lakes, NJ 07417 for other groups. Humorous, poignant, discussion-stimulating film about sex role stereotyping. A TV reporter interviews boys on a basketball court about their plans and their feelings about their sex-role identity. Responses are somewhat unusual: at the end of the film we learn that the boys' statements were actually made by a group of girls.

"One Fine Day," Ishtar Films, Box 51, Route 311, Patterson, NY 12563. (914) 878-3561 or Ishtar Films, 6253 Hollywood Blvd., Suite 623, Hollywood, CA 90028.

"She's Nobody's Baby," MTI Teleprograms, 108 Wilmot Road, Deerfield, IL 60015. (800) 323-5343. Narrated by Alan Alda and Marlo Thomas, this documentary examines women's changing roles in the 20th century.

"Someone's in the Kitchen with Jamie," Learning Corporation of America, Coronet/MTI Film and Video, 108 Wilmot Road, Deerfield, IL 60015, (312) 940-1260. The star pitcher on the baseball team encourages his friends to sign up for Home Economics so his mom can keep her job. The boys and their "macho" coach discover it's okay for boys to cook, etc. The film is a bit overdone and predictable, but may spark discussion.

"Take The Power," From the creators of "One Fine Day" this video is a moving representation of women working in non-traditional careers throughout the world. Circe Records, 6253 Hollywood Blvd., Suite 623, Hollywood, CA 90028. (213) 461-1560.

"Teenage Father," Producer/Distributor: Children's Home Society of California (1978, 30 min.), 2727 W. 6th Street, Los Angeles, CA 90057. About the thoughts and feelings of a 17 year-old who has become a teen father. Shows the young couple talking with their parents, debating options with a social worker. Only end credits reveal that these are professional actors in dramatization. Academy Award Winner.

"Today's Girls, Tomorrow's Women," Producer: Girls Clubs of America (1980, 8 min.). Distributor: GCA National Resource Center. Basic introduction to information on today's girls in areas of sexuality, education, employment and the law. Statistics included need only minor update. Product of GCA national Today's Girls, Tomorrow's Women Seminar; published proceeding also available.

ORGANIZATIONS

The Vocational Education Equity Council (VEEC) An Associate Membership ($25 annual fee) is for individuals or corporations interested in the promotion of equity in vocational education and the labor market. For membership application write: Georganna Beachboard, Director Equity Services, P.O. Box 480, Jefferson City, MO 65102

Girls Clubs of America, Inc., National Headquarters
30 E. 33rd Street, Floor 7
New York, NY 10016
(212) 689-3700

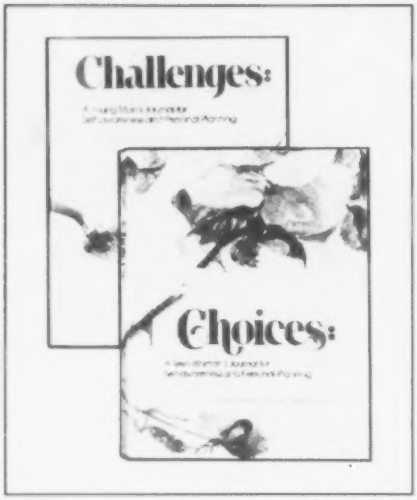
Girls Scouts of the U.S.A.
830 3rd Street
New York, NY 10022
(212) 940-7500

Young Women's Christian Association of the U.S.A.
Headquarters
726 Broadway
New York, NY 10003
(212) 614-2700

Campfire Inc.
4601 Madison Ave.
Kasas City, MO 64112
(816) 756-1950

Boy Scouts of America
1325 Walnuthill Lane
Irving, TX 75038
(214) 659-2424

HALF A MILLION COPIES SOLD AND STILL GOING STRONG!



The most appealing life planning books available!

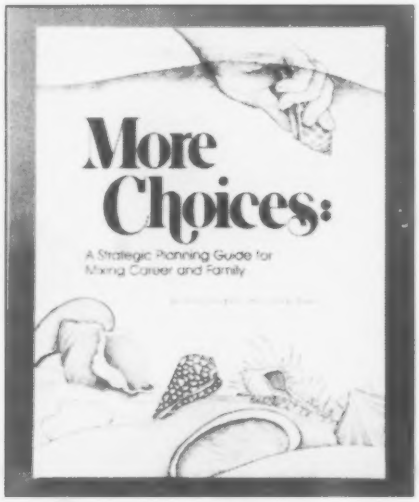
CHOICES **and** ***CHALLENGES*** **are perennial best sellers, favorite gifts for teens from parents, grandparents and other caring adults. Attractive and engaging, the books address the myths and hard realities all teens face as they enter adulthood. Continuing media attention and new national programs assure ongoing sales.**

Over 1,000 schools across the nation are incorporating these flexible courses into the following areas:

Use *CHOICES* and *CHALLENGES* in:

High School
Junior High School

- Career Education
- Home Economics
- Counseling Settings
- Pregnant Teen Programs
- Young Mother Programs
- Drop Out Prevention Programs
- English and Social Studies
- Teen Pregnancy Prevention



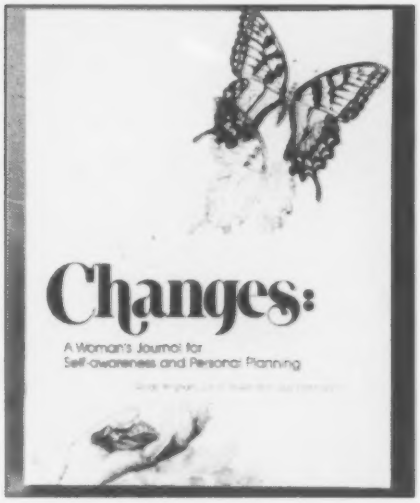
The logical next step!

MORE CHOICES **is the only comprehensive planning guide available for successfully mixing career and family. Everyone who reads** ***CHOICES*** **and** ***CHALLENGES*** **will want this all new guide, which follows the same format as its predecessors, but breaks new ground on this very important topic.**

Use *MORE CHOICES* in:

High School
College
Re-entry

- Home Economics
- Career Development Classes
- Consumer Math/Economics
- Vocational Readiness Programs
- Displaced Homemaker Programs
- Parenting/Family Life Programs
- Gifted Student Programs
- Teen Parent Programs



Now adult women have a book all their own!

***CHANGES* is an adult's version of *CHOICES*, published by popular demand. Thousands of women who fell in love with the earlier book have been waiting for this helpful and enjoyable volume. Adapted for women 18 and older, it includes an all new chapter on the issue of change.**

Use *CHANGES* in:

College
Re-entry

- **Displaced Homemaker Programs**
- **Re-entry Programs**
- **Vocational Readiness Programs**
- **Individual Counseling**
- **Career and Life Planning Classes**

THE MOST EFFECTIVE LIFE PLANNING COURSES AVAILABLE TODAY

Completely Revised, Updated and Expanded!

The original ***INSTRUCTOR'S GUIDE for CHOICES and CHALLENGES*** has been expanded to include:

For the *CHOICES* and *CHALLENGES* curriculum:

- Expanded resource listings
- Useful ideas from programs across the country
- Model programs for both community and schools
- Networking opportunities with community-based organizations
- Sample grant request for funding purposes

And in addition:

Complete curriculum guidelines for *MORE CHOICES* and for *CHANGES*

Easy to read, easy to use — this guide is a treasure trove of ideas, resources and contacts!

Consumable Workbooks are also available. Designed to be used in conjunction with the journals, they contain only the exercises.

National Best Sellers!

Minou by Mindy Bingham Illustrated by Itoko Maeno

Not being able to take care of yourself is a risky way to live.

Minou lived a Cinderella life. Her owner, Madame Violette, saw to her every need. Minou probably would have lived "happily ever after", but tragedy strikes and Minou finds herself on her own, completely unprepared to take care of herself. As she learns the skills to become self-sufficient, she takes us on a gorgeously illustrated exploration of the sights and architecture of Paris.

Displayed in luminous watercolors, the City of Lights has never been more glorious!

64 full-color pages
9" x 12" hardcover/dust jacket
ISBN 0-911655-36-0
Retail ***$14.95***

"Minou's splendid artwork and spirited story make it one of those rare books that captivates parents as thoroughly as children."

Susan Seliger, Articles Editor
***Working Mother* magazine**

Father Gander Nursery Rhymes by Father Gander

"Peter, Peter, pumpkin eater" and "Little Miss Muffet" may seem like harmless rhymes, but sexist, racist and violent attitudes often have roots in the nursery. Father Gander has revised traditional verses—and added some new ones of his own—so that today's children can have have the delights so fondly remembered by former generations, and yet come away with positive images of sex roles, relationships, and more.

Delightful full-page, full-color illustrations reinforce Father Gander's message.

48 full-color pages
9" x 12" hardcover/dust jacket
ISBN 0-911655-12-3
Retail ***$14.95***

"...presents the ideals and values we espouse."

Los Angeles Times

Berta Benz and the Motorwagen by Mindy Bingham

Illustrated by Itoko Maeno

Children, Historians, Car Buffs & Women will love this story!

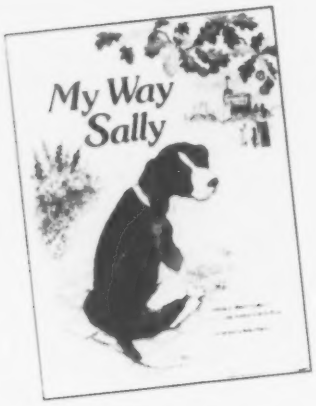
In August of 1888, Berta Benz, a German housewife, and her two teenage sons changed the world. They made the first long-distance drive in a gasoline-powered automobile. They did it without luggage, without fuel supplies, without a roof over their heads — and without the knowledge or consent of Herr Benz. Their destination was Frau Benz' mother's home . . . 59 miles away.

Berta Benz and the Motorwagen is a historically accurate and entertaining story of that trip which, though plagued by problems, showed the world that motor transporation did indeed, have a future.

This very special story of this little known feat is sure to charm, entertain, and educate young and old alike.

48 full-color pages 9" x 12" hardcover / dustjacket ISBN 0-911655-38-7 $14.95

Everything children's books should be... imaginative, beautiful and meaningful.



48 full-color pages
9" x 12" hardcover/dust jacket
ISBN 0-911655-27-1
Retail $13.95

My Way Sally

by Mindy Bingham and Penelope Paine

Illustrated by Itoko Maeno

To have winners, must we have losers?

Sally, a fox hound puppy who befriends a fox, says no! And in this charming story set in the English countryside, she proves her point—not by shying away from her job, but by taking charge! Everyone wins when Sally uses leadership to accomplish her objectives. Power, it seems, can be used with wisdom and compassion for the benefit of all!

A picturesque delight for Anglophiles and animal lovers alike.

32 full-color pages
9" x 12" hardcover/dust jacket
ISBN 0-911655-19-0
Retail $13.95

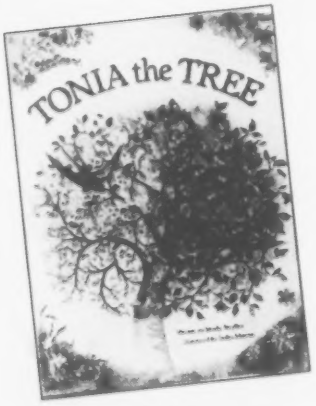
Kylie's Song by Patty Sheehan

Illustrated by Itoko Maeno

Everyone knows koalas can't sing!

Everyone, that is, except Kylie. This Australian charmer has her own dream of happiness and is surprised when her individuality makes her an object of scorn throughout the forest. She tries to be like the others, but finds that conformity doesn't bring contentment. Sometimes a koala has to do what a koala has to do! With determination and hard work, Kylie becomes the best singer she can be, and earns the respect of her fellow creatures.

With watercolors that make "Down Under" something to sing about, indeed!



32 full-color pages
9" x 12" hardcover/dust jacket
ISBN 0-911655-16-6
Retail $13.95

Tonia the Tree by Sandy Stryker

Illustrated by Itoko Maeno

Even trees have to change if they want to keep growing.

Understandably, Tonia finds the prospect of change a frightening one. But, convinced she will die if she stays where she is, the tree reluctantly agrees to be "uprooted." Aided by her friends, the birds, Tonia discovers that growth is exhilarating, life is an adventure, and courage makes anything possible.

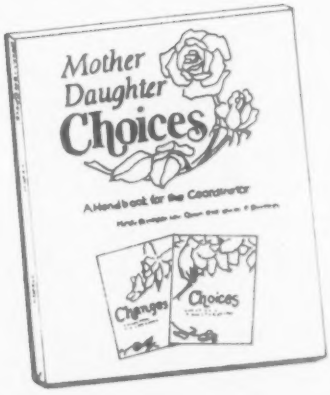
Written in rhyme, with illustrations of breathtaking beauty.

TWO NEW HANDBOOKS
FOR COMMUNITY BASED PROJECTS

Women Helping Girls With Choices: A Handbook for Community Service Organizations, provides the information, support and resources needed to start projects in your own community.

Because we recognize the time and energy demands on today's volunteer, our mission has been to help make your job as a community advocate for girls as easy as possible. This 192-page guide details sample projects, including job descriptions for committee members and project timelines. Sample grant requests will assist you with raising money for your projects. We even have a comprehensive publicity section with sample news releases, radio and TV spots, logos and brochures.

Projects like these reach girls before they make critical and unfortunate choices that limit their futures. We believe — and we hope you do — that this kind of help should be available to every girl in every community in America. It can dramatically alter their lives.



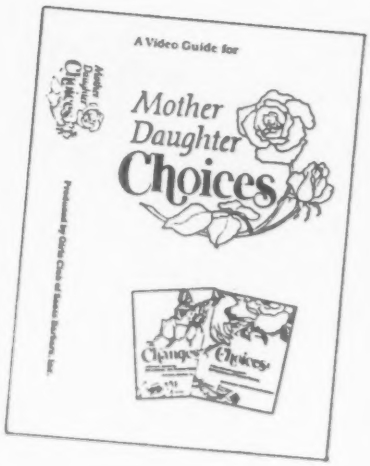
The **MOTHER-DAUGHTER CHOICES** program, is an exciting and timely program for sixth-grade girls and their mothers. It is designed to prepare girls for the kind of decisions they will be making as they move into young adulthood. The goals of this six-week program are to encourage communication between mothers and daughters at this very important time and to help build girls' desire and capacity to become economically independent.

The **MOTHER-DAUGHTER CHOICES** program is designed to bring groups of from 4 to 8 mother-daughter pairs together for six 2-hour meetings. The meetings are held either in the homes of the participants or at a community site.

The 144 page ***MOTHER-DAUGHTER CHOICES Coordinator's Handbook*** provides step-by-step instructions and tips for a successful experience. It explains everything you need to know about starting and running a group, from recruitment through completion. Sample flyers, invitations speeches and news releases are included along with complete agendas for each six hour session.

A two hour training video to assist the Mother Coordinator in directing each session is also available.

TAKE A LOOK AT ADVOCACY PRESS' NEW VIDEO COLLECTION



This two-hour video is designed to assist the Mother-Coordinator in preparing for her six week program.

Part I: The video opens with a dramatic 20 minute segment that presents some of the economic issues facing girls and women today. Use it as a presentation to recruit membership and support for your group. Show it at the mothers' meeting, PTA meetings and community mettings.

Part II: This 140 minute presentation demonstrates some of the actual exercises and activities used in the six weekly sessions.

This video was developed to augment and be used with ***Mother-Daughter Choices: A Handbook for the Coordinator.*** While optional, it would be especially helpful to the mother who wants to **see** examples of sessions and groups working together.

Essentional for Your Children's Video Collection

Lovely to Look At, Intriguing to Hear, Important to Know

Taken from the original book art by Itoko Maeno, the audiovisual versions of our children's videos blend breathtaking watercolors, a winning narration, original music and exciting sound effects to create a totally enjoyable learning experience for your children. They will ask to see them again and again.

Add them to your collection now, with the satisfaction that you are helping children learn important life lessons in self esteem.

MINOU 19minutes

MY WAY SALLY 19 minutes

TONIA THE TREE 12 minutes

KLYIE'S SONG 12 minutes

All videos are $19.95 each plus $3.00 shipping
Videos available in VHS format only

SPECIAL ITEMS ORDER FORM

Throughout this handbook we have mentioned certain video tapes, and veloxes of camera ready copy that you can get for a small payment (we need to cover our expenses). We've tried to make your job as easy as possible by providing these items at cost. Please use the following form to order these items.

	Quantity	Amount
13 minute Video mentioned on page 31		
Purchase $12.95 plus $1.50 shipping		
Rent $6.95 includes postage and handling		
Budget Exercise Training Video Tape mentioned on page 126		
Purchase $10.00 plus $1.50 shipping		
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Purchase $10.00 plus $1.50 shipping		
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CAMERA READY VELOXES FOR THE FOLLOWING:		
The brochure on pages 59 & 60		
Two pages for $5.00		
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$3.00 each page.		
Specify pumpkin or WHGWC logo		
The Media Flyer on pages 53 & 54		
Two pages for $5.00		
The display advertisements on page 163		
$3.00 per page		
TOTAL ENCLOSED		

If you order 24 books or more of the *Choices* Series you can get a free display dump (as long as quantities last). Please be sure to request it on your order form on page 188.

Return this order form with payment to Special Orders, Advocacy Press, P.O. Box 236 Suite 222, Santa Barbara, CA 93102. Allow three to four weeks for delivery.

IF YOU ARE ORDERING BOOKS FOR RESALE FOR FUNDRAISING.

The following discount schedule is in effect for any mix of Advocacy Press titles (except $3.95 workbooks). See the order form on page 188 for a complete list of books.

QUANITY DISCOUNTS

3 - 5 books/videos deduct 20% off the retail price

6 - 9 books/videos deduct 30%

10 - 99 books/videos deduct 40%

100 - 199 books/videos deduct 45%

200 or more books/videos deduct 50%

To qualify for the above wholesale discount you must include your resale number on the order form on page 188.

PAYMENT REQUIREMENTS

Quantities of nine books or less must be prepaid. This payment can be by check or credit card.

If an order for ten books or more is prepaid in full then the order will be shipped free of charge fourth class.

All orders of ten books or more above $100 total must be accompanied by a 33% down payment unless prior arrangements have been made.

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Books may be returned for credit up to 120 days from date of invoice as long as they are in clean, resaleable condition. Please call Customer Service at (805) 962-2728 to get shipping instructions before proceeding. If not shipped correctly they can be damaged and then will not qualify for our return policy. Your account will be adjusted to the appropriate discount based upon the total number of books sold.

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	SHIP	TAKE	PRICE	QUANTITY	TOTAL
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CHALLENGES: A Young Man's Journal for Self-awareness and Personal Planning Soft cover: $14.95 Hard cover: $18.95					
CHANGES: A Woman's Journal for Self-awareness and Personal Planning Soft cover: $14.95 Hard cover: $18.95					
MORE CHOICES: A Strategic Planning Guide for Mixing Career and Family $15.95					
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INSTRUCTOR'S GUIDE FOR CHOICES, CHALLENGES, CHANGES AND MORE CHOICES $12.95					
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MORE CHOICES Workbook $3.95					
CHANGES Workbook $3.95					
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MY WAY SALLY $13.95					
TONIA THE TREE $13.95					
KYLIE'S SONG $13.95					
BERTA BENZ AND THE MOTORWAGEN $14.95 (RELEASE 8/89)					
TIME FOR HORATIO $14.95 (RELEASE 10/89)					
MINOU VIDEO $19.95					
TONIA THE TREE VIDEO $19.95					
MY WAY SALLY VIDEO $19.95					
KYLIE'S SONG $19.95					
MOTHER-DAUGHTER VIDEO $19.95					
				TAX	
				SHIPPING	
				TOTAL	

ONE-TIME SPECIAL ORDER OPPORTUNITY

Because you will want to see copies of the books so you can decide how you want to proceed with this project we are offering this one-time order opportunity. On this order form (**taken from this handbook**) you can order one copy of up to four titles at a 50% discount. All orders must be accompanied by this order form. Remove this copy along the dotted line. **Facsimiles will not be accepted.**

Our organization _____ in _____ city, _____ state

is considering implementing a **Women Helping Girls With Choices** Project. We have _____ members.

Contact person _____ Day phone _____

Please send us one copy of each of the books checked: ***Maximum order is four titles.***

	TITLE	Retail / Special Price	Amount
☐	*Choices: A Teen Woman's Journal for Self-awareness and Personal Planning*	$14.95 / $7.47	_____
☐	*Challenges: A Young Man's Journal for Self-awareness and Personal Planning*	$14.95 / $7.47	_____
☐	*Changes: A Woman's Journal for Self-awareness and Personal Planning*	$14.95 / $7.47	_____
☐	*More Choices: A Strategic Planning Guide for Mixing Career and Family*	$15.95 / $7.97	_____
☐	*Instructor's Guide for Choices, Challenges, Changes and More Choices*	$12.95 / $6.47	_____
☐	*Mother-Daughter Choices: A Handbook for the Coordinator*	$7.95 / $3.97	_____
☐	*Father Gander Nursery Rhymes*	$14.95 / $7.47	_____
☐	*Minou*	$14.95 / $7.47	_____
☐	*My Way Sally*	$13.95 / $6.97	_____
☐	*Tonia The Tree*	$13.95 / $6.97	_____
☐	*Kylie's Song*	$13.95 / $6.97	_____
☐	*Berta Benz And The Motorwagen*	$14.95 / $7.47	_____
☐	*Time For Horatio* (shipped after 1/90)	$14.95 / $7.47	_____

Add $1.50 per book for shipping, CA residents also add 6% sales tax _____

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Is the **WOMEN HELPING GIRLS WITH CHOICES** Project for You?

It is if you are concerned about:

- the feminization of poverty
- the high teenage pregnancy rate
- the high school drop out rate
- the unrealistic attitude girls and young women continue to exhibit toward work and their futures.

WOMEN HELPING GIRLS WITH CHOICES is designed to help turn this tide. This is a project that reaches a girl before she makes critical choices that could limit her future. We believe – and we hope you do – that this kind of help should be available to every girl in every community in America.

This Handbook provides a step-by-step process for starting and sustaining **WOMEN HELPING GIRLS WITH CHOICES** projects in your community. Because women today lead such busy lives, we have tried to make it as easy as possible – yet at the same time provide you with the resources to design a program that will put your organization on the map in your community as advocates for tomorrow's women.

ISBN 0-911655-00-X

50995

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